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ABSTRACT

This sixth grade program is designed to bring students to a fuller realization of their relationship with other members of different world communities. Skills, concepts, and content form the curriculum model for this social studies program. The course content is derived from history, geography, economics, politics, and society. The skills developed are gathering information, using information, presenting information, participating in interpersonal and group relations, and self-management. The key concepts are change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. The guide is divided into two sections. Section 1, the teachers' notebook: (1) defines the concept goals of the elementary program; (2) defines the skill goals of the elementary program; (3) includes forms for student evaluation; (4) provides guidelines for linking literature to social studies; (5) identifies competencies for developing citizenship; (6) describes participation projects; and (7) delineates ways to create a positive classroom climate. Section 2 of the guide is the syllabus, which contains: (1) the grade level overview; (2) K-6 program generalizations; (3) the syllabus symbol key; and (4) explanation of the format. The format of the syllabus includes: (1) concepts; (2) content understandings; (3) possible activities; (4) possible skills/attitudes; (5) evaluation; and (6) resources. (SM)

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SOCIAL STUDIES PROGRAM

The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1982

1987 Updated Edition

NEW YORK
THE STATE OF LEARNING

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FOREWORD

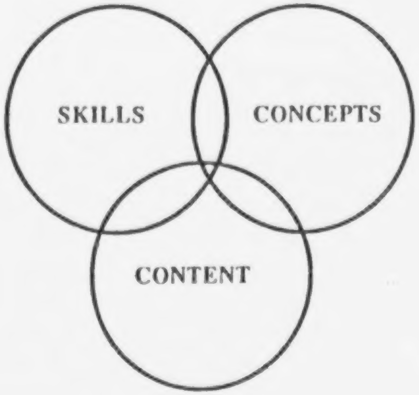
During the period in which the K-6 social studies program was initiated, developed, field tested and revised for publication, participation in the syllabus development process dealt with some persistent and difficult issues. Among them were the following:

- How can social studies curriculum address student needs and interests?
- How can a K-6 program provide a foundation for students living in a rapidly changing global world?
- How can process elements as keys to lifelong learning be incorporated into a social studies program?
- How can an elementary program reflect increasing knowledge about child development and learning?
- How can syllabus material give attention to the learning environment as well as the learning content?
- How can syllabus material help teachers deal with content selection?
- How can social studies experiences encourage students to accept the responsibilities of participatory citizenship?
- How can syllabus materials meet the needs of a diverse State, giving sufficient direction and yet providing flexibility?
- How can materials prepared this year be relevant next year, and the next?
- How can students be led to consider the future as well as the past and present in social studies?
- How can we educate for multicultural understanding and cooperation in an increasingly interdependent world?

These issues continue to be of concern today. As local districts organize for curriculum development and for instruction in social studies they must consider those issues carefully.

The content, concept and skill goals of the State social studies program represent educational outcomes. It is toward these outcomes that the district program should be directed. These outcomes provide a framework, or guide to curriculum development. Content specifics and programs should be based on this framework. Each theme, unit and lesson should be planned with attention to the content, concept and skill learning it fosters. The New York State social studies program outcomes can be represented visually as follows:

N. Y. S. SOCIAL STUDIES PROGRAM GOALS



SKILLS

Gathering Information

Using Information

Presenting Information

Participating in Interpersonal and Group Relations

Self-Management

CONTENT

Historic
Geographic
Economic
Political
Social

CONCEPTS

K - 6

Change
Citizenship
Culture
Empathy
Environment
Identity
Interdependence
Nation-State
Scarcity
Technology

7 - 12

Choice
Diversity
Human Rights
Justice
Political System
Power

It is not possible to include in a syllabus all the possible examples which can be used to develop the ideas which the syllabus provides. A district curriculum development team, and the individual teachers in the district's classrooms, must exercise sound professional judgment in the selection of well balanced materials.

This 1987 edition of the New York State Social Studies Program reflects some changes from the 1982 program. These changes, which came about through dialogue and active involvement of educators, are summarized below.

- the addition of a graphic symbol accompanied by notes to teachers recommending attention to multicultural content. In our diverse society, it is critical that multicultural content be used to build the self-esteem and identity of all students. All curriculum documents should build toward constructive attitudes toward diversity for all students.

- the addition of appropriate content examples which will help districts to make decisions about which data to use to illustrate the content objectives for the units

- updating of the resource column to reflect current material available to teach the program's content, concepts and skills

- cosmetic changes which will make the syllabus easier to use

The Bureau of Social Studies Education and the Bureau of Curriculum Development continue to encourage dialogue about this and other publications. In addition, these bureaus welcome copies of local guides or other materials developed to implement the social studies program. For assistance in developing local materials the readers may want to consult:

Curriculum Development: A Handbook for School Districts (The State Education Department)

Supervision Manual: Social Studies Program (The State Education Department)

SSEC Curriculum Development Manual

NCSS Document; Curriculum Guidelines

or call the Bureau of Social Studies at (518) 474-5934 or 474-5978.

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The New York State Education Department wishes to thank the more than one hundred school districts which field-tested these materials.

The K-6 social studies curriculum revision would not have been possible without the extraordinary cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State. They were represented by their Curriculum Committee chaired by Freeman A. VanWickler, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES. The K-6 project administration was conducted under the supervision of Mr. William Crocoll, former District Superintendent Erie II BOCES.

The K-6 social studies curriculum revision was completed under the direction of Donald H. Bragaw, chief, Bureau of Social Studies Education. Judith S. Wooster, associate in the Bureau of Social Studies Education, served as project coordinator and was assisted by Jacob I. Hotchkiss, associate. The manuscript was reviewed by Coe Dexter, John Dority, and Kenneth Wade, associates, Bureau of Social Studies Education. George Gregory, associate, Bureau of Curriculum Development, assisted in the development of the material and prepared it for press.

Joanne Larson, Christine Cain and Jane Miller prepared this 1987 update of the Grade 6 Program.

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TEACHER NOTEBOOK

The Teacher Notebook appears at the beginning of every grade level segment of the K-6 social studies syllabus. Its goal is to elaborate on the key features of the program, suggesting relevant classroom applications.

While the sections of the Teacher Notebook may be read separately, in essence they each represent necessary pieces of the whole social studies program and set the stage for use of the syllabus.

CONCEPT GOALS OF THE ELEMENTARY PROGRAM

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

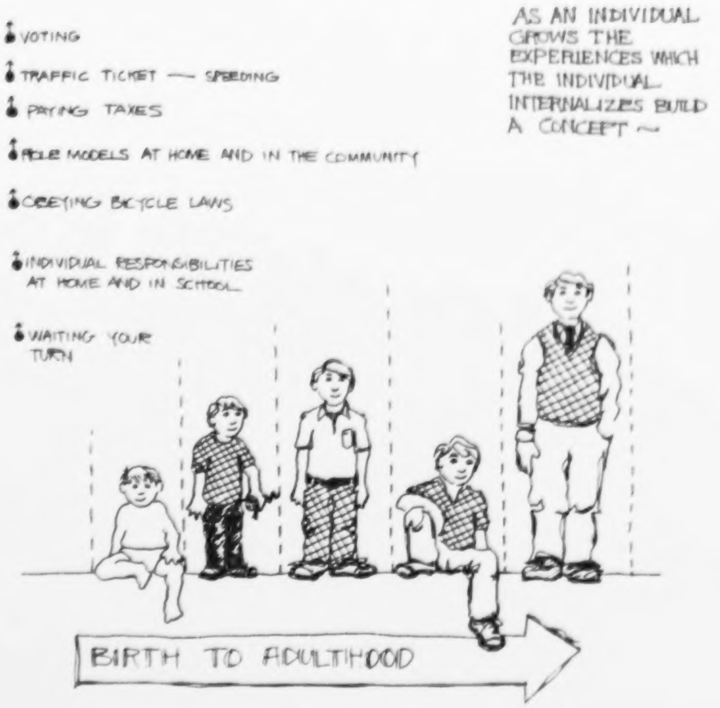
- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Concepts are constructed by students through interactions between their mental structures and their environment. This process of restructuring knowledge is:

- ongoing
- stimulated by active involvement
- developmental in nature.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. In recognition of the developmental nature of concept learning, the concept goals of the K-6 social studies program are highlighted on each syllabus page. Content understandings and activities are designed to foster conceptual growth.

All school and life experiences influence a person's perception of a concept such as ~ Citizenship


VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

The ten key concept goals of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographic/political organization uniting people by a common government

SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Further elaboration and definition of these concepts are included in the syllabus. Through social studies experiences in the elementary grades, students will build mental categories which provide a foundation for social studies learning in grades seven through twelve.

There is a great deal educators need to learn about teaching for concept learning. This syllabus offers a starting point for incorporating concept goals into social studies planning. Local districts are encouraged to elaborate on and refine these efforts.

SKILL GOALS OF THE ELEMENTARY PROGRAM

The incorporation of skills into the elementary social studies program has grown out of increased emphasis upon skill development in all educational fields. The following skills list categorizes skills which are chiefly social studies skills as well as those skills which are interdisciplinary. Items from the skills list have been incorporated into the syllabus at every grade level. Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using this list as it is written or as it is amended to meet local needs.

Suggested Skills List

I. Getting Information

Identifying a variety of sources of information

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams, pictures
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

Recognizing advantages and limitations of various sources

Locating sources of print and nonprint information

- libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

Identifying the types and kinds of information needed by

- recognizing information that is relevant as differentiated from information that is irrelevant
- using subquestions and/or predicted consequences
- understanding purposes for which information is to be used

Locating information in print and nonprint sources

- main elements
- main ideas
- supportive elements

Organizing collected information

- orderly, precise, summarized notes
- cited sources

II. Using Information

Classifying and/or categorizing data by

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other

- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

Evaluating data by

- differentiating fact from opinion
- identifying frames of reference
- identifying value laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

Drawing inferences from data by

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

Checking on completeness of data and questioning hypotheses based on sufficiency of evidence by

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones when necessary
- drawing conclusions

Generalizing from data by

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies

- creating a broad statement which encompasses findings

Scrutinizing possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

Revising generalizations in the light of new data

III. Presenting Information

Speaking in an effective way by

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

Using media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

Writing in an expository way by

- thinking logically

- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, and a conclusion

Recognizing and using nonverbal means of communicating by

- understanding the variety of kinds of nonverbal communications: gestures, touching, eye language, handling of body trunk, etc.
- appreciating that the amount and kind of nonverbal communications vary from culture to culture

IV. Participating in Interpersonal and Group Relations

Incorporating a set of positive learning attitudes by

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people on one's own behavior

Participating in group planning and discussion by

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

Assuming responsibility for carrying out tasks

- individual
- group

Being alert to incongruities and problems

Defining basic issues by

- defining terms
- identifying basic assumptions
- identifying value conflicts

Setting up hypotheses and/or alternative courses of action.

NOTE: The skills described as self-management skills pertain to a student's growth in affective areas.

These skill goals can be summarized as decreasing egocentricity, ethnocentricity, and stereotypic behavior, and developing constructive attitudes toward change, ambiguity, diversity, and conflict.

While these skills are some of the most difficult to achieve, they pervade the social studies program and the entire school program.

V. Self-Management Skills[1]

Decrease Egocentric Perceptions

- evidencing a growing capacity to recognize the existence of perspective and to project themselves into alternative perspectives
- evidencing a growing capacity to explain why they might feel or act the same way as another, were they in the other's social and situational setting
- evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others
- evidencing a growing capacity to consider and act in response to the interests and welfare of others

Decrease Ethnocentric Perceptions

- demonstrating a growing capacity to make and prefer statements about their groups that do not imply a standard by which all other groups are judged
- evidencing a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard
- showing a growing ability to consider and act in response to the interests and welfare of others' groups in addition to those of their own group

Decrease Stereotypic Perceptions

- evidencing a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena
- evidencing a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of them are subject to change

Increase the Ability to Empathize

- demonstrating a growing capacity to describe accurately the thoughts and feelings of others

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[1] Reprinted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977).

- evidencing a growing ability to avoid pejorative explanations of behaviors different from their own

Develop Constructive Attitudes Toward Diversity

- demonstrating a growing capacity to accept diversity as inevitable and natural

- evidencing a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences
- showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Change

- demonstrating a growing capacity to perceive change as inevitable and natural
- evidencing a growing capacity to recognize the ramifications of change
- evidencing a growing capacity to defend and promote desirable change and condemn or impede undesirable change
- showing a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Ambiguity

- evidencing a growing capacity to perceive ambiguity as natural and inevitable
- developing a growing capacity to tolerate ambiguity

Develop Constructive Attitudes Toward Conflict

- demonstrating a growing capacity to perceive that conflict is inevitable and natural
- evidencing a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict
- becoming more adept at recognizing the moral complexity inherent in any conflict situation

STUDENT EVALUATION

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature, and can be used to:

- determine a student's readiness for learning
- provide the student and teacher with guidance in assessing ongoing learning progress
- aid in student self-evaluation
- indicate individual or group instructional needs
- demonstrate student achievement in knowledge and skill acquisition
- indicate the effectiveness of classroom procedures, strategies, and materials
- provide qualitative and quantitative feedback on performance for parents, teachers, and students themselves.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- To what degree of success?
- How can we know?

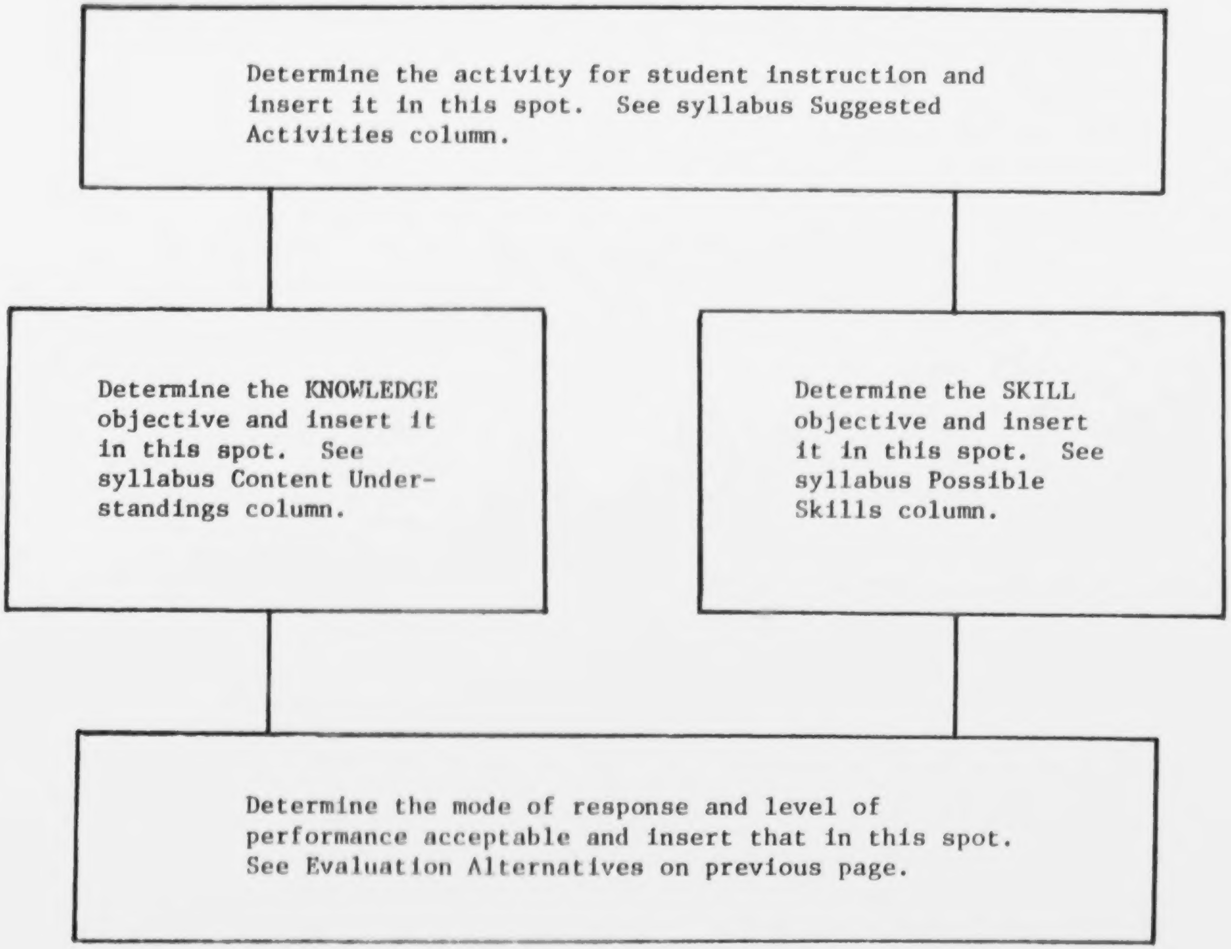
The ASSESSMENT OF OUTCOMES MODEL explained on the next page can help a teacher answer these three questions.

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about the knowledge and skill progress of students, and assist in planning for social studies learning.

The following list of different methods of evaluation may act as a teacher checklist.

- Observations
- Rating scales and checklists
- Conferences with individuals or groups
- Group discussions
- Anecdotal records
- Problem-solving and value clarification processes and skills
- Higher level analytical questioning
- Teacher-made objective tests
- Standardized tests
- Expository and creative writing
- Student criteria setting and self-evaluation
- Student peer evaluation
- Role play and simulations
- Culminating projects

To use the ASSESSMENT OF OUTCOMES MODEL for planning and evaluating...



Determine the activity for student instruction and insert it in this spot. See syllabus Suggested Activities column.

Determine the KNOWLEDGE objective and insert it in this spot. See syllabus Content Understandings column.

Determine the SKILL objective and insert it in this spot. See syllabus Possible Skills column.

Determine the mode of response and level of performance acceptable and insert that in this spot. See Evaluation Alternatives on previous page.

Enter 1 or more of
10 program concepts

Building toward the CONCEPT(S) of ______________________.

A sample form is completed on page 12. A form for duplication and use is included on page 13.

ASSESSMENT OF OUTCOMES MODEL

Teacher: Sample

Date:

Grade:

Given preparation and instruction through

viewing filmstrips about families around the world

the student will demonstrate

KNOWLEDGE of the content understanding

family structure varies from place to place

SKILL in

generalizing from data

to the performance level of

identifying at least two ways family structure may vary place to place

Building toward the CONCEPT of CULTURE.

ASSESSMENT OF OUTCOMES MODEL

Teacher: ______________________________ **Date:** ______________________

Grade: ______________________________

Given preparation and instruction through

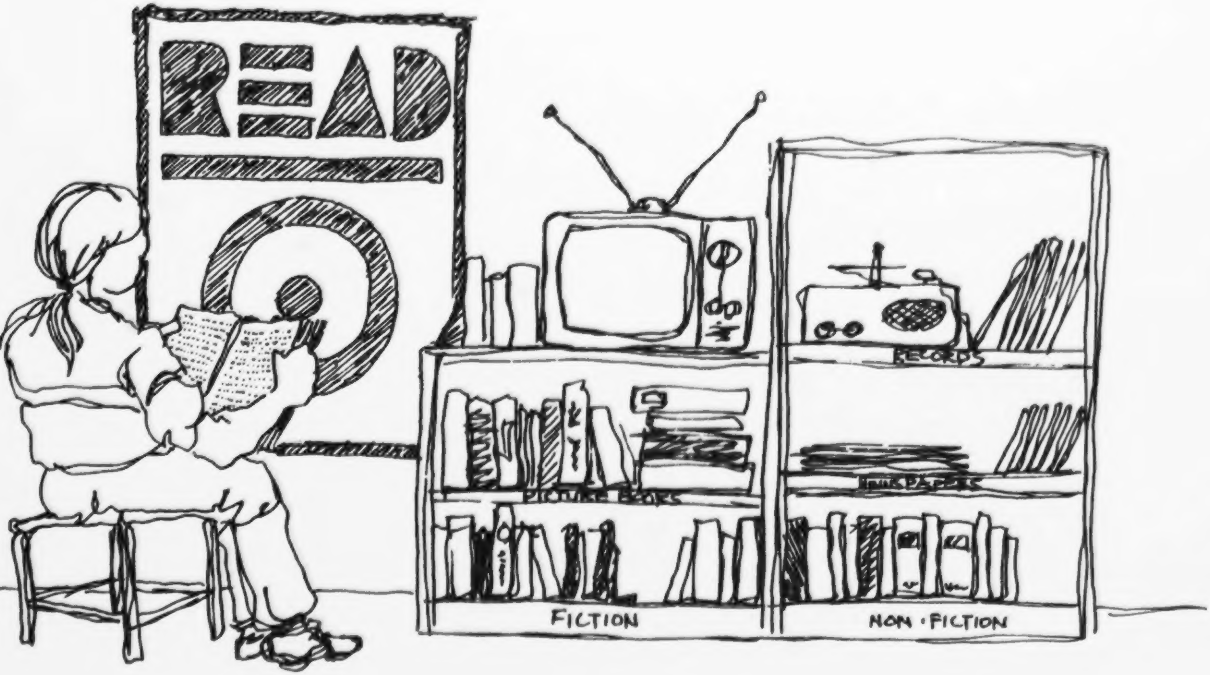
the student will demonstrate

KNOWLEDGE of the content understanding

SKILL in

to the performance level of

Building toward the CONCEPT(S) of ______________.


READ
RECORDS
PICTURE BOOKS
NEWSPAPERS
FICTION
NON·FICTION

LINKING LITERATURE TO SOCIAL STUDIES

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as empathy and tolerance for diversity
- reinforcing skill goals of the elementary school
- interdisciplinary planning

There are many ways to set the stage for the use of children's books in social studies:

- Oral Synopsis - Present a short capsule review of book, describing its theme, while attempting to motivate students to read it.
- Independent or Small Group Contract - Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic. Arrangements are made at this time for project outcomes.
- Integration with an English Language Arts Literature Unit - Plan an interdisciplinary unit linking English language arts and social studies. Books can be read by the student which are associated with the content and/or concepts being taught in social studies. Provisions can be made for activities before, during, and after reading the books.
- Independent and Sharing Activities - It is important that once a student has selected a book, that time be allotted for reading and sharing it with classmates. There are many follow-through activities which a child may engage in as a culmination to reading a book. It is highly beneficial to have children experience the process of talking about their book and possibly reading from it with others.
- Reading Book Aloud to Class (or Group) - Teacher may select a literary piece which ties in appropriately with a particular social studies unit. Book suggestions appear in the Resources column of the syllabus. Discussions can emerge from the story as well as a whole range of activities from role playing to story writing.
- Library Center in the Classroom - Display selected books, articles, and brochures which complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom - Invite a children's author to the classroom to share with students the research, writing, and publishing process.
- Incorporate Literature into the Reading Program - Use social studies related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources column of the syllabus suggests children's literature selections that complement the program. Teachers are encouraged to work with library media personnel to expand local collections and add to the lists of suggested books.

DEVELOPING CITIZENSHIP COMPETENCY

School and classroom climate is a part of the hidden curriculum that can support or undermine learning for effective citizenship. Both curricular content and classroom climate must work together to educate students to be participants in democratic groups. Students need to practice the skills of citizenship today, in classrooms and schools, in order for them to become contributing citizens of the community, state, and nation in the future.

The goal of educating for civic competency is one of the most important tasks of schools. Social studies education assumes a primary role in citizenship education. In attempting to define basic education in citizenship for students, The Basic Citizenship Competencies Project identified seven competencies students should be learning in order to act responsibly and protect their interests as citizens.[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as social justice, morality, ethics, and practicality to make judgements about people, institutions, policies, and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

These competencies of citizenship, like any others, are best developed through:

- application in a relevant context
- active, rather than passive, citizenship experiences
- reinforcement through practice.

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[2] Richard C. Remy. Handbook of Basic Citizenship Competencies (ASCD, 1979), pp. 3-4.

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Fortunately, the school is rich in potential as a citizenship learning environment. The formal curriculum can surely assist in building competency in the seven areas of citizenship. The K-6 syllabus has incorporated activities, skills, and content aimed at civic literacy.

However, the formal curriculum is only one dimension of education for citizenship competency. Consider citizenship as the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs, including the family and school. Students, as citizens of the classroom and school, are practicing citizenship as they move through the halls, use school supplies and materials, and interact on the playground. The seven competencies of citizenship can indeed be developed, practiced, and reinforced, at all grade levels.

The following list offers suggestions for participatory citizenship opportunities in the classroom, school, and community, based on the seven basic competencies. The ideas illustrate how school and community action-oriented projects can stress the process dimension of citizenship.

1. ACQUIRING AND USING INFORMATION:

   - Students can work in groups to gather and organize information using at least four different sources, then compare and evaluate their data.
   - Students can go on a school information scavenger hunt to answer their own questions through observation and interview.
   - Students can invite community resource people to the classroom to answer questions related to local issues of concern.
   - Students can attend open hearings, board meetings, etc., to gather information.

2. ASSESSING INVOLVEMENT:

   - Students can identify a classroom or school problem and brainstorm many possible consequences if an action were taken. Use the "What if...?" sentence stem to suggest alternatives.
   - Students can role play relevant school problem situations and then, in debriefing, consider the consequences of an individual player's actions.
   - Students can collect and discuss news articles describing how action taken by local residents affected others.
   - Students can visit a school board meeting and identify ways board members' beliefs were reflected in board action.

3. MAKING DECISIONS:

   - Given a real classroom or school problem, students could brainstorm a list of alternative solutions.
   - Students could draw or write what consequences they would personally have in a dilemma situation, then compare and discuss alternatives others listed.
   - Students might role play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles.
   - Students could write letters to the local paper suggesting preferred alternatives in a local issue.

4. MAKING JUDGMENTS:

- Students might list criteria by which a school or classroom rule could be judged, then judge several rules using the criteria as a checklist.

- Students could work in small groups to generate criteria for making a decision about a classroom issue, then compare the criteria.

- Students might study a local issue, and generate criteria by which alternative solutions could be judged. They could role play a hearing, then judge the outcome and decision.

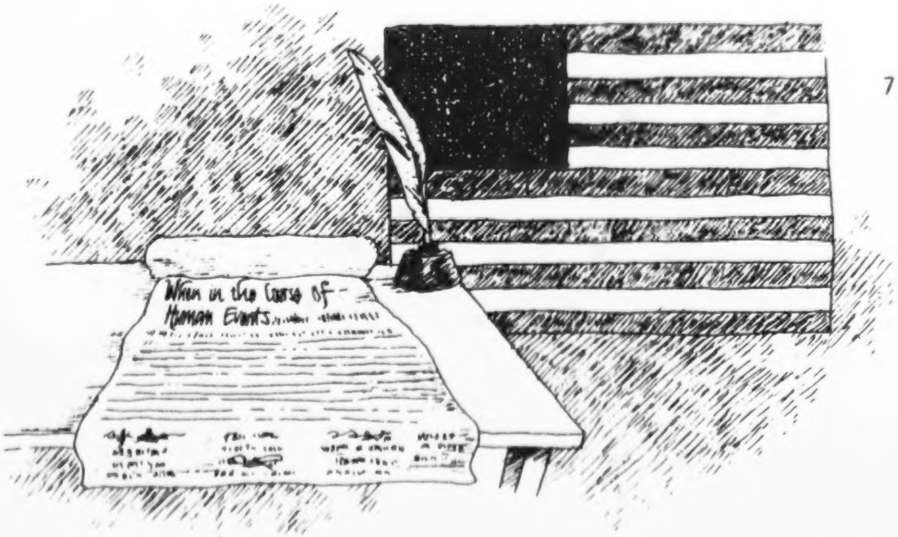
5. COMMUNICATING:

- Students could present their views informally in small groups by reacting to and discussing school and classroom issues written on situation starter index cards.

- Students might present opinions and arguments to support a position on a class rule in a class meeting.

- Students could prepare a position statement on a local issue and present it in a public meeting.

- Students might brainstorm a list of arguments to support a belief, then write individual letters to the editor based on the list.


When in the Course of Human Events

6. COOPERATING:

- Students might work with others in task groups to carry out a classroom responsibility.

- Students could participate in a multi-age group acting as a task force to work on a school problem issue.

- Students could participate in a community project cooperating as leaders and followers.

- Students might send representatives to serve on community groups and boards.

7. PROMOTING INTERESTS:

- Students could list ways to influence a decision on a class or school issue, then select and try an appropriate strategy.

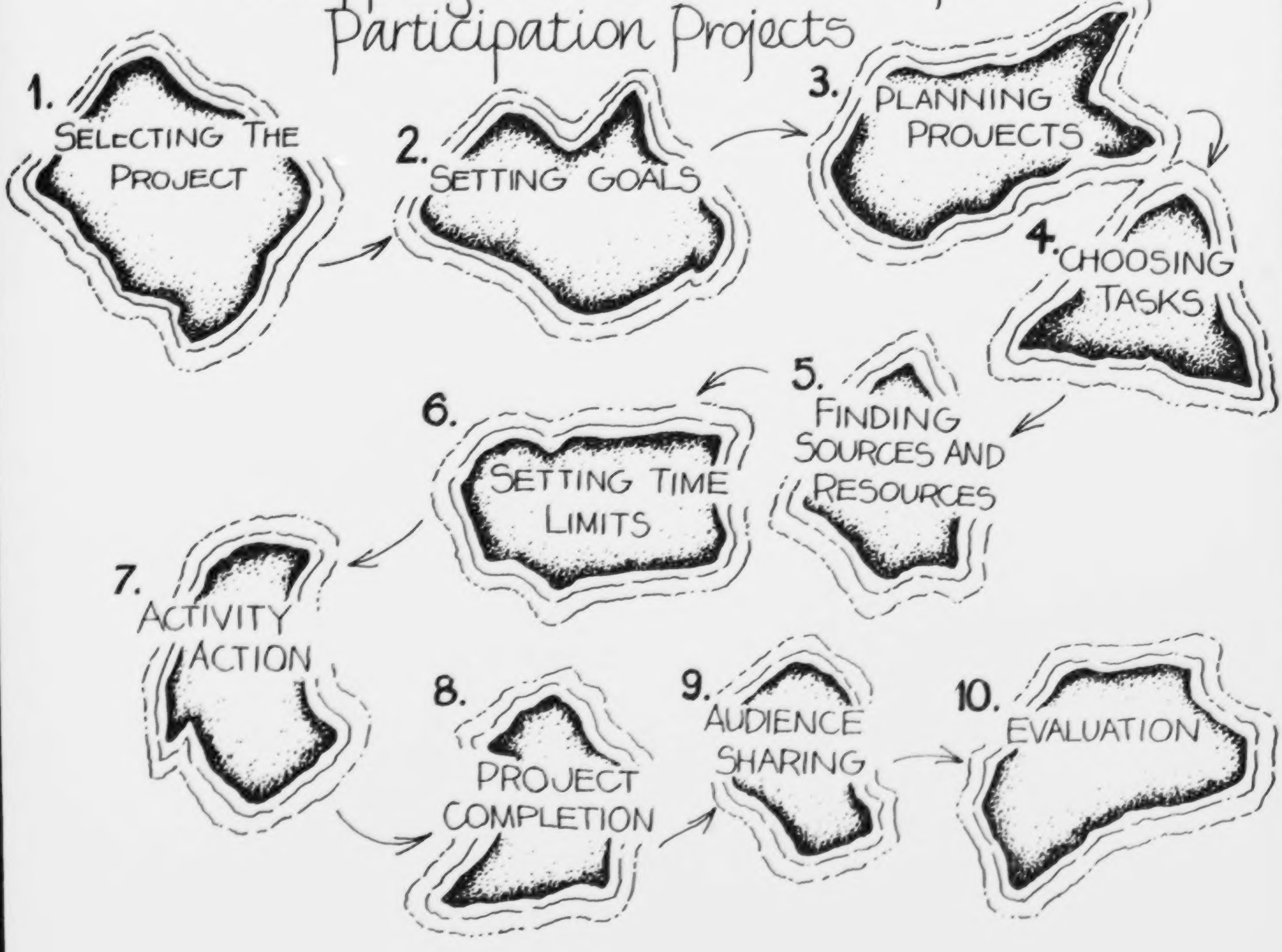
- Students might organize a group for the purpose of promoting a change in classroom or school policy.

- Students could work with community resource people to draw up appropriate action plans for dealing with a local community issue.

- Students could participate in an interest group acting on a community issue.

In addition to these suggestions, the development of classroom Participation Projects described in this introductory material offers a wide range of opportunities for students to work with relevant content and practice the participatory competency basic to effective citizenship.

Stepping Stones To Successful Participation Projects



DEVELOPING PARTICIPATION PROJECTS

At every grade level, teachers are encouraged to work with students to plan and organize major Participation Projects. These Projects should become a vital and integral part of the social studies program. They provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the integration of content areas through an interdisciplinary approach
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the provision for many types of expressive outlets suitable to all talents and abilities
- the integration of skills and processes with content learning
- the integration of cognitive, creative, and affective learnings
- the emphasis on active participation as a building block of citizenship.

Because Participation Projects can extend over long periods of time and include all of the social science disciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned with students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The Stepping Stones guidelines offer suggestions for developing and managing Participation Projects leading to maximum learning and enjoyment for teachers and students. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board or placed where students can easily refer to it daily. As each step is completed, an indicator can be placed on that step, allowing pupils a visual record of what has been done and what needs to be accomplished. Simplification might need to be made to adjust for your grade level, but the basic steps remain the same throughout the development of any Participation Project. See the list of suggested, specific Participation Projects for your grade level as well as guidelines for carrying out projects.

PARTICIPATION PROJECTS STEPS: SOME GUIDELINES

Stepping Stone 1 *Selecting the Project*

It is imperative to the development of citizens capable of making wise choices to be a part of the process of choosing the Project to be undertaken. Even if the teacher feels strongly in favor of certain Projects, he/she can most likely provide at least two choices. This still affords pupils the opportunity to participate in the selection process, which should include:

- suggesting alternatives
- brainstorming pros and cons
- listing and discussing pros and cons
- voting
- accepting the decision

Stepping Stone 2 *Setting Goals*

Even the youngest of children should be involved in developing, setting, and working to meet goals. As with all the steps in the Participation Project process, the relationships to real life should be pointed out, discussed, and clarified. Goal setting should include:

- discussing all possibilities
- selecting and listing goals for individuals and groups
- refining the list to those goals that are relevant and possible
- planning ways to accomplish goals

Stepping Stone 3 *Planning Projects*

Involving students in the planning of each part of a project helps to provide a clear mental picture of what is expected and generally results in increased cooperation and response. This step affords excellent opportunities to utilize techniques such as "webbing," brainstorming, etc., as well as allowing for differentiated instruction through plans developed by, as well as for, special needs of specific students.

Stepping Stone 4 *Choosing Tasks*

Students should be encouraged to honestly assess personal and group strengths and needs, talents, and weaknesses. Through the use of "job applications," discussions of necessary skills, etc. pupils can be guided toward realistic individual and group choices of tasks for the Project. Application of this introspection to future career choices is obvious.

Stepping Stone 5 *Finding Sources and Resources*

Involving students in this planning aspect not only increases their level of active participation, but provides an opportunity to expand their awareness of the variety of resources available. It is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community, affording chances to guide students in telephone and interview techniques, and in seeing practical uses for skills such as letter writing. Each of these activities stresses much needed organizational skills, which are in turn applicable to many other academic and life areas.

Stepping Stone 6 *Setting Time Limits*

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in planning and are better able to anticipate required amounts of time necessary for completion. Realistic planning of time aids in the successful meeting of goals. By meeting the time limits of the Project, students are learning how to budget their time.

Stepping Stone 7 *Activity Action*

As good citizenship requires active participation, this step is imperative and must involve each pupil in some way. Several considerations of importance to success are:

- daily checks of each task group
- weekly evaluation sessions of group reports by the entire class stressing constructive use of criticism
- use of planning charts as visual means of planning for individuals and groups
- checklists which provide for ongoing review

Stepping Stone 8 *Project Completion*

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project. Creative problem-solving skills, brainstorming, and encouragement of divergent thinking can be applied to settle problems and disputes which can arise at this point.

Stepping Stone 9 *Audience Sharing*

It is vital to Participation Projects, which require more time and effort than day-to-day activities, that the product be shared. Feedback is very important in helping children to realistically assess their work. Use of organized means of obtaining opinions will aid pupils in future research projects.

Stepping Stone 10 *Evaluation*

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere, free from direct or indirect punitive measures in order to lead to growth in honest and open evaluation. This process might include evaluation forms, oral feedback, and critiques from the experts. Positive aspects should be brought out and reinforced, with stress being put on evaluation in relation to previously set goals.

Grade 6

PARTICIPATION PROJECTS

Vicarious Visitation

Students could choose a country, culture, or time period of interest and develop a guided tour to inform others of geography, important places, and events. Use the "tape-a-tour" concept and have pupils assume the role of tour guide. Supplement the tour with pictures, articles, and travel folders developed by students. Extend this activity by opening a "travel agency" and having students keep a journal of the feelings they might have on their imaginative tour.

Place-a-Person

Each student could demonstrate factual learning in a creative manner by writing a description of a person (famous or "typical") of any culture (or country) studied. By eliminating all references to name or sex, the student would be guided to concentrate on major ideas. Other pupils could then guess the identity, culture, and time period of the person in the description from the student's written clues. The ability to do so from the student's writing would provide the pupil with an indication of an ability to communicate through writing. These writings could be further developed into a booklet or game to be shared with other classes.

Collage Collection

For each culture, country, or time period studied, students could develop collages consisting of representative collection of pictures, drawings, names, dates, and quotes. Comparisons may be drawn between completed collages concerning variances in life styles, contributions to society, and the effects of factors such as climate, geography, and location on the development of the culture. These observations could be listed on chart paper, graphed, or pictorially represented. Other forms of written interpretations (stories, poems, etc.) could be added and the final products displayed in a gallery setting.

Living Museums

To develop the concept of cultures as ever-emerging entities, establish "living museums," in which students actively participate in passing on important elements of their cultures and add new selections of their own composition. Students could write stories, folk tales, myths, poems, adventures, etc., corresponding to various relevant and/or significant topics. Incorporate dance, drama, and music and arrange sharing sessions in which students can perform original works or those gleaned from collections of past works of own ancestors. Comparisons could be made between present day and past works. Allow students to develop criteria by which to evaluate works and performances.

"C" Conflict - (Community, Country, Culture)

Using brainstorming techniques, students could list as many types of conflict as possible, followed by a list of causes. These should include environmental, economic, historical, and cultural features. Following the brainstorming of possible solutions, students could develop ways to test, and evaluate these solutions. These could include polls, surveys, and interviews with results being graphed. Extension activities could include saving newspaper and magazine articles relevant to conflict, displaying on a bulletin board, and charting solution categories. Family and peer applications might be explored as well.

Banner Banter

Major themes or concepts relative to a particular culture, country, or time period could be expressed by making banners. Felt, burlap, or mixed media might be used. Stress should be placed on synthesizing ideas and concepts, and use of simplicity in expressing a complex idea. Various forms of written work could accompany the banners, providing for elaboration on the themes. When displayed, a discussion could lead to an investigation of ways in which the media exerts influence on our perceptions in our present culture. Comparisons to past methods of transmitting information and messages could be made, as well as to posters, t-shirts, and bumper stickers of today. Surveys and polls conducted by students could assess the effect of the banner messages on others.

"Ology" Organizing

Students could list many of the "ology" studies (archeology, anthropology, psychology, geology, etc.) in a brainstorming session, and by committee, learn the basic elements of each, reporting findings to the rest of the class. These could be charted with the salient features of each discipline included. Further investigations could then show the relationship of each to the others. Students should contact primary source persons for first-hand information.

CLASSROOM CLIMATE: A TEACHER SELF-CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is a part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help a teacher use the hidden curriculum to further social studies learning in the classroom.

The following list of ideas related to classroom climate is included to act as a self-check for teachers.

Do I provide multilevel activities and materials varying the:

- mode of presentation (visual, auditory, tactile)?
- level of cognitive complexity?
- expectations to fit the needs of students?

Do I provide students with a role model and guide by acting as a:

- facilitator, enabling students to reach from one point to another?
- helper, assisting students when it is needed?
- leader, demonstrating maturity and goal directedness?
- planner/organizer, showing students how a large project can become manageable?
- manager, making sure all the supplies and materials are available?
- counselor, showing sensitivity and supportive caring?
- learner?
- collaborator, stressing none of us is as good as all of us?

Do I encourage mutual respect and an atmosphere conducive to risk-taking by:

- respecting, recognizing, and recording strengths?
- respecting student products by displaying them for others to view?
- sharing ideas willingly with colleagues?
- recognizing errors as vital to learning?

Do I create a responsive and supportive learning environment by:

- providing space for many types of active and quiet learning experiences, rearranging the room to accommodate learning styles?
- facilitating traffic flow?
- developing room maintenance procedures with students?
- collecting and displaying materials systematically?
- adjusting physical space to meet student needs?

Do I schedule flexibly by:

- planning blocks of time during which students will be doing a variety of tasks?
- involving students in planning and scheduling when appropriate?
- planning with individual learning rates and styles in mind?

Do I encourage active participation by:

- involving students in choosing from among learning options?
- limiting choices to a reasonable number?
- providing a wide variety of motivating materials?
- providing opportunities for relevant problem-solving activities?

Do I encourage interpersonal communication through conducting:

- informal classroom conversation before, during, and after school?
- student/teacher conferences?
- small group discussion?
- classroom meetings?
- decision-making and problem-solving activities?
- role playing activities?
- outdoor activities and field trips?

Do I recognize conflict and encourage its resolution through:

- consensus?
- compromise?
- critical thinking, thinking more deeply about the whole conflict or problem?
- cooperative effort, working together in a helping relationship?
- individual and group decision-making and problem-solving?

Do I foster creativity through:

- allowing thinking and response time?
- providing an abundance of materials?
- encouraging divergent thinking through planned activities?
- providing creative teaching as a role model?

CLASSROOM CLIMATE IMPROVEMENT PLAN

Based on my self-evaluation I plan to:

Through the following activities:

By target date:

SYLLABUS:

GRADE SIX

GRADE LEVEL OVERVIEW

While building on and reinforcing previous learnings, the sixth grade program is aimed at bringing the child to a fuller realization of his/her relationship to other members of different world communities.

The course of study in the sixth grade emphasizes the interdependence of all people, keying on Western and Eastern Europe and the Middle East. The emphases of many of the lessons and activities for this grade level draw on specific examples of these two geo-cultural regions. However, it is encouraged and highly recommended that lessons also compare and contrast this specific information with similar data from other world regions. To fully develop and show the validity of each understanding, the teacher should draw on examples from the fifth grade study of the Western Hemisphere (United States, Canada, and Latin America) as well as from Sub-Saharan Africa, Asia, and Australia where appropriate and applicable.

The sixth grade program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in Europe, the Middle East, and other regions of the world. Historical insights are used as a means of developing a total perspective rather than as an organizing framework for the grade.

Each district has a responsibility for extending the student's content examples from cultures other than the student's own, and from a variety of geographic, socio-economic, ethnic and racial groups.

Perspective	K-6 Program Generalizations	Grade 4 Understandings
Social	Individuals and groups have social/cultural needs and wants. Families represent the basic unit of society. Individuals and groups fulfill different roles in society. Groups interact in many ways in a society. Various groups and institutions transmit societal values. Present and future social/cultural decision-making increasingly involves consideration of global interdependence.	Families in the local community change over time. Places in your community change. Ways of learning in your local community have changed over time and have varied from place to place in our country. A community has a unique social/cultural makeup and heritage. The United States has a cultural history. A community's past and present history is filled with contributors, male and female and of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples. People of a local community tend to be influenced by and benefit from other cultures by their gifts and examples.
Political	Rules and laws are made to protect people and keep order. Government(s) (groups or individuals which have authority) are responsible for making, enforcing, and interpreting laws. Under a democratic way of life, people are citizens of, and participators in, various levels and kinds of governance. In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship. Present and future political decision-making increasingly involves consideration of global interdependence.	Young people learn to support political systems through the celebration of patriotic holidays, their factual base and significance. Citizens contribute to and participate in political action at the local, State, and national level. Citizens are responsible for participating in meeting the problems of the present and future in a global world. In the United States, our political system is generally described as a representative democracy. All levels of the United States government have officials. United States governments at all levels have structures to allow them to fulfill the functions of making, enforcing, and interpreting laws. People living in a modern United States society need laws. Governments organize to provide functions people cannot provide as individuals. Governments in the past and present have served in planning functions. In the future, governments and/or citizen groups may plan and coordinate growth. In the past and present, people in a local community share(d) common problems. A local community has a political history. The United States has a political history. A democratic system such as that of the United States allows citizens to influence the rate and type of change. In a democratic community, citizens plan and direct change through political participation.

Grade 5 Understandings	Grade 6 Understandings.
Family structure varies from place to place and over time. Families serve as transmitters of culture to the young. The artistic and recreational activities of people are a reflection of their values and beliefs. Through migration and immigration, people of different cultural backgrounds influence one another. Social and political systems are based on people's beliefs.	The family as a social unit takes many different forms in Western Europe, Eastern Europe, and the Middle East. People's patterns of behavior are a reflection of their values. Understanding the values of others leads to a clearer understanding of one's own values and a deeper sense of commitment to them. Different social institutions within a society influence the lives of people in different ways. Different groups of people have made lasting contributions to the arts and sciences.
Governmental structures vary from place to place. Government policies change in response to the needs of people. People in democratic nations share some beliefs that govern their rules, laws, and governmental structures. Legal, political, and historic documents support the beliefs held important by people in a country. There are critical decisions facing all governments as members of a global world. Citizenship includes an awareness of the patriotic celebrations of our nation.	Family, clan, and tribal groups act to maintain law and order. Present systems of government have their origins in the past. As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies. In modern political states, formalized governmental structures play a major role in maintaining social order and control. Citizenship includes an awareness of the symbols of our nation and other nations. Citizenship includes an awareness of the patriotic celebrations of our nation and other nations.

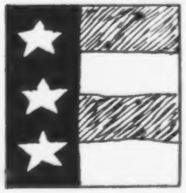
Perspective	K-6 Program Generalizations	Grade 4 Understandings
Economic	All people have basic economic needs and wants. People are consumers and producers of goods and services. People use human, capital, and natural resources to provide goods and services. People make decisions about the allocation of resources based on their values and goals. Production and distribution of goods and services is determined by mixed, command, or traditional economic systems. Present and future economic decision-making increasingly involves consideration of global interdependence.	A local community has an economic history. Economic events in the future of the United States and world will affect your local community. Economic events in the history of a local community are interrelated. Economic events in the history of the United States are interrelated.
Geographic	Maps and globes help people to define areas and regions. Physical features, weather, and climate influence the way of life in an area or region. People influence the environment. Geography acts to unify or divide people in an area or region. Present and future decision-making about geographic issues increasingly involves consideration of global interdependence.	A local community has a geographic history. The United States has a geographic history which can be correlated to the geographic history of the local community. Communities and nations have boundaries and can be located on maps and globes.
Historic	Nations, people, and things are rooted in the past. Change is constant. The transmission of culture is an important human need. The history of people, nations, places, and events is interdependent.	History is subject to individual interpretation.

Grade 5 Understandings	Grade 6 Understandings
The fundamental economic problem for individuals and groups is scarcity. Individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. Availability of resources is important to a nation's economic growth. Nations depend on one another for resources and products they need. Production, distribution, exchange, and consumption of goods and services are economic decisions with which nations must deal. The level of development and the standard of living of people varies widely. Science and technology have influenced the standard of living of people. Nations form organizations and make agreements to promote development and growth.	People throughout the world must solve basic economic problems. People have unlimited needs and wants which they must meet with limited resources. All people of the world are both producers and consumers of goods and services. Different economic systems have evolved to deal with economic decision-making. A variety of conditions determine the types of economic systems that people employ to solve economic problems. In traditional economies, decision-making and problem-solving are guided by the past. In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government. In many countries, "mixed" economies have evolved to deal with economic decision-making. A variety of factors determine the level of economic development of a nation. Nations have joined with one another in organizations which promote economic development and growth.
Climatic patterns are influenced by the interaction of various geographic factors. People are affected by their physical environment as they attempt to fulfill basic needs. The physical environment is affected by people as they interact with it. The effect of geography has been moderated by humans through the use of technology.	Maps symbolically represent features of the earth's surface. The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction. Special purpose maps can be used to show various geographic aspects of the earth's surface as seen in Europe and the Middle East. Geographic variables may serve as a criteria for grouping countries into regions. Geographic features and climatic conditions influence land usage. Use of resources has had an influence on the economic, political, and historic aspects of life throughout the world. Availability and allocation of limited resources must be reconciled with the unlimited needs and wants of the human groups that use them. The environment is affected by people as they interact with it. The effects of geographic conditions are moderated by technology.
Individuals have historic roots which contribute to the diversity of culture in countries of the Western Hemisphere. Nations of the Western Hemisphere have unique histories. The story of early Canada is one of a long and hard struggle to achieve unity.	The modern era has been a time of great change. Internal and external factors altered civilizations and eventually contributed to their decline. Cultural institutions often served as the impetus for growth and unification of civilizations. As civilizations flourished and spread, their power and influence grew. Civilizations developed where geographic conditions were most favorable.

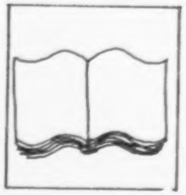
SYLLABUS SYMBOL KEY

Symbols used in the syllabus portion of the social studies program are intended to encourage interdisciplinary planning and a holistic view of classroom instruction. The key to the symbols which appear in the syllabus is as follows:

TEACHER NOTE

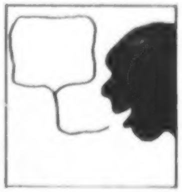


CITIZENSHIP



READING

COMPOSITION



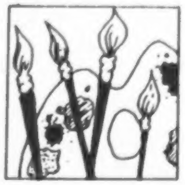
ORAL LANGUAGE

MATHEMATICS

SCIENCE

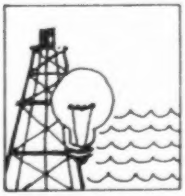
PHYSICAL EDUCATION

MUSIC



THE ARTS

MULTICULTURAL AWARENESS

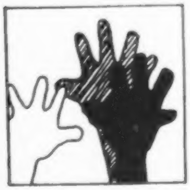


ENVIRONMENT/ CONSERVATION

SECOND LANGUAGE/ BILINGUAL

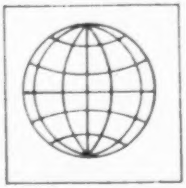
LIBRARY/ LITERATURE

DRAMA



HUMAN RIGHTS

HANDICAPPED AWARENESS



GLOBAL PERSPECTIVE

FUTURE STUDIES

LAW-RELATED

EXPLANATION OF FORMAT

CONCEPT	CONTENT UNDERSTANDING	POSSIBLE ACTIVITIES
The concept goals for the K-6 social studies program are: • change • citizenship • culture • empathy • environment • identity • interdependence • nation-state • scarcity • technology Concepts are developed as students deal with examples through content specifics.	Content understandings form the knowledge goals for the K-6 program. The content at each grade level is organized around five perspectives: • social • political • economic • geographic • historic The content understandings in this section provide a guide for selecting specific factual content from available texts and other resources.	There are many ways to develop a concept through social studies content. This column contains possible activities and suggestions for the teacher. These activities can enhance and complement the use of a variety of resources as well as provide for a variety of student learning rates and styles.
In this column, the concept is listed with an explanation connecting it to the content understanding listed in the column to the right.	Teachers are encouraged to select specific content relevant to students to develop the content understandings. The examples listed are suggestions. Note that the empty dots appear in the syllabus as a reminder to encourage teachers to select and insert content relevant to local needs. Because of the cultural diversity of New York State's population, districts should reflect that diversity in the instructional materials and activities which they choose to develop in their curriculum guides.	Teachers are encouraged to amend or add activities to develop the concept and content at the left linking these to the skills at the right.

← NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY. →

EXPLANATION OF FORMAT

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Skill development is an integral part of the K-6 program. This column will suggest skills related to the activities at the left. The skills are grouped into categories of skills of: • Gathering Information • Using Information • Presenting Information • Participating in Interpersonal and Group Relations • Self-Management Note the skills framework may facilitate interdisciplinary planning.	This column contains suggestions to aid the teacher in developing evaluation strategies which measure student progress in reaching knowledge and skill goals. Note that assessment of knowledge and skill outcomes is encouraged.	This column contains resources to assist the teacher in developing concepts, content, and skills. Suggested children's books, audio visual resources, teacher references, and Participation Projects are included.
Teachers are encouraged to focus on skill development as a planned part of each lesson and activity, choosing skills appropriate to the needs of students and the goals of the activity.	Teachers are encouraged to select and devise evaluation strategies to match specific content and skill objectives.	Teachers are encouraged to select and add resources to this column and others on the page.

GRADE LEVEL SYLLABUS: SIX

CONCEPTS

Identity

- the role of heritage in forming a self-identity
- awareness of one's values in relation to others
- the experience of the individual as a member of a group

Culture

- shared beliefs influence behavior
- individual behavior as related to group norms

SOCIAL CONTENT UNDERSTANDINGS

The family as a social unit takes many different forms in Western Europe, Eastern Europe, and the Middle East.

- family structures vary
    - nuclear family
    - single parent families
    - extended families
    - clan/tribe
- the marriage institution differs
    - arranged marriages
    - monogamy/polygamy/polyandry
    - matrilineal/patrilineal/equalitarian
- many factors determine the family structure for a particular society
    - for a subsistence farmer economic necessities create a need for additional labor
    - tradition and custom dictate what is acceptable to the rural villager
    - influence of peers in a modern urban/industrial setting
    - changing social patterns create new family structures

POSSIBLE ACTIVITIES

Students will need to either view pictures or gather information from readings which define different kinds of family structures and marriage practices.

After studying family and marriage practices in a number of different societies, present groups of students with a variety of dilemma situations and have them role play their reactions as the members of a particular family/marriage structure might do.

As a follow-up, students could research and compare the family structures existing on an Indian reservation, a migrant labor camp, a city neighborhood, and in their own community.

Care should be taken in content selection. The goal of this activity is to expand student awareness of family diversity through accurate multicultural content.

← NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY. →

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information Presenting Information • speaking in an effective way • recognizing and using non-verbal means of communication Participating in Interpersonal and Group Relations • incorporating a set of positive learning attitudes Self-Management • decreasing ethnocentric perceptions • developing constructive attitudes toward diversity	Knowledge • Can the student apply descriptions of family and marriage patterns to real-life situations? Skills • Can the student use role-play as a way of presenting information? • Does the student make or prefer statements about other groups which do not use his/her own group as a standard? • Does the student demonstrate a growing capacity to respond to diversity by defending or promoting desirable differences?	BOOKS Conklin, Paul. *Two Boys of Jerusalem*. Dodd, 1984. Levoy, Myron. *A Shadow Like a Leopard*. Harper, 1981. Mohr, Nicholasa. *In Nueva York*. Dial Books. 1977. Streich, Corrine. *Grandparents' Houses: Poems about Grandparents*. Greenwillow, 1984. Suhl, Yuri. *The Purim Goat*. Four Winds, 1980. AUDIOVISUALS *Four Families of the Middle East*, BFA. Filmstrip/cassettes.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • feelings and experiences • individual and group values Culture • social institutions preserve and transmit social values • the groups shared patterns of behavior	People's patterns of behavior are a reflection of their values. • Family structure and relations are the result of centuries of custom. • Different religions, economic conditions, historic pasts, and geographic settings have motivated people to develop diverse value systems. • Education takes place in different ways in different societies. Using the content understanding above as a thesis, students can research a culture and time period of interest, and write about their findings. Encourage students to select relevant support data.	Students could develop a survey to gather data on some specific beliefs and values of their classmates and their families. Correlate similarities and differences with data on: • ethnic background • religion • length of time their family has been in the U.S. Compile the results and hold a class discussion to compare and contrast the findings. Hypothesize about reasons for the differences and similarities in beliefs and values relative to the families' background data. This activity affords students an opportunity to work at data gathering and analysis activities which are a part of the grade six math curriculum probability and statistics section. Multicultural awareness: Throughout the world children learn from stories they are told and games they play. Have students investigate the games children play around the world or stories told to teach a culture's values.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed • organizing collected data Participating in Interpersonal and Group Relations • participating in group planning and discussion Self-Management • decreasing stereotypic perceptions • increasing the ability to empathize • develop constructive attitudes toward diversity. • decreasing ethnocentric perceptions	Knowledge • Does the student recognize sources of a person's values? Skills • Can the student interview another person to get needed information? • Does the student avoid using closed, dogmatic, blanket generalizations? • Does the student avoid pejorative explanations of behavior different from his/her own?	BOOKS Amari, Suad. Cooking the Lebanese Way. Lerner, 1986. Bacon, Josephine. Cooking the Israeli Way. Lerner, 1986. Blue, Rose. Cold Rain on the Water. McGraw, 1979. Hansen, Joyce. Yellow Bird and Me. Clarion Books, 1986. Hautizig, Esther. A Gift for Mama. Viking, 1981. Holbrook, Sabra. Growing Up in France. Atheneum, 1980.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness of one's own values results in - self-awareness - self-worth - self-appreciation - self-actualization Culture • the group's learned and shared behaviors, beliefs, and values	Understanding the values of others leads to a clearer understanding of one's own values and a deeper sense of commitment to them. • different views of the role of the individual in the family, the society, and the nation • different political philosophies - monarchy - aristocracy - democracy - a republic - totalitarianism • different economic systems - traditional - market - command - mixed • different religious beliefs - animism and ancestor worship - mythology - Judaism - Christianity - Islam - Buddhism - Confucianism - Hinduism •	Students could write endings to open-ended stories posing value dilemmas to a variety of different people in different settings. Sharing these, students could discuss how values are the basis for actions. Students could interview their parents and grandparents to find out what customs they observed in their families as children. The students could share this information with the rest of the class. Students could interview various religious leaders to find out what religious customs of centuries ago are still practiced today. The students could then share this information with the rest of the class. Students could define and give examples of the four different economic systems. They might complete a simulation exercise to better understand how various economies operate. For a more complete definition for each system, see pp. 66-67.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • writing in an expository way • speaking in an effective way Participating in Interpersonal and Group Relations • setting up hypotheses and/or alternative courses of action Self-Management • demonstrating a growing capacity to accept diversity as inevitable and natural • developing constructive attitudes toward conflict	Knowledge • Can the student determine the extent to which values of the group influence social institutions? Skills • Can the student participate in group discusssion and make valid defensive arguments for his/her position and/or view? • Does the student show an understanding of the natural and inevitable nature of diversity and conflict?	TEACHER REFERENCES Casteel, J. Doule. Learning to Think and Choose: Decision-Making Episodes for the Middle Grades. Goodyear Publishers, 1980. BOOKS Barker, Carol. A Family in Nigeria. Lerner, 1985. Bennett, Gay. A Family in Sri Landa. Lerner, 1985 Engine - Uity, Ltd. Islam. (Learning Center kit). Jacobsen, P. & Kristensen, P. A Family in West Africa. Bookwright Press/Watts, 1985. McKenna, Nancy Durrell. A Zulu Family. Lerner, 1986. Mohr, Nicholasa, Going Home. Dutton, 1986. Sancha, Sheila. The Luttrell Village: Country Life in the Middle Ages. Crowell/Harper, 1983. Singer, Julia. Impressions: A Trip to the German Democratic Republic. Atheneum, 1981. Vogel, Margaret. Tikhon. Harper.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • social institutions preserve and transmit beliefs and values • criteria for attaining social position/status differ among cultures Empathy • understanding of the beliefs and values of others • tolerance for those who are different	Different social institutions within a society influence the lives of people in different ways. • Religion has played an important part in the lives of many people - establishing societal standards - uniting and separating people - as a reason for war and conquest - in politics and government • Traditionally, women have had less freedom socially, economically, and politically. • Many societies develop class structures. - citizen/slave - ruler/subject - nobles/clergy/serfs - males/females - Brahmins/untouchables - Mandarins/subjects	Have students watch a number of TV shows which have women as key characters. Also have them focus on the advertising during the shows. Discuss the shows and the ads in class focusing on the different roles played by females. Compare how the characterizations reflect the attitudes of the society toward women during the time period in which the story or ad takes place. Discuss the limitations or restrictions that have been placed on people today and in the past. Have the students research how some of the following have been the basis of restrictions on human rights at various times: - sex - ethnic background - age - occupation/wealth - religion - birth place What do these Spanish proverbs tell you about the traditional view of women? • "Los hombres y las gallinas poco tienen en las cocinas." (Men and chickens are rarely found in the kitchen.) • "La mujer en la casa y el hombre en la plaza." (The woman in the house and the man in the business area.)

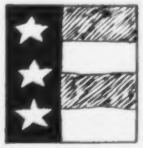
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information in print and non-print sources Using Information • drawing inferences from data • generalizing from data Self-Management • increasing ability to empathize • developing constructive attitudes toward conflict • showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas	Knowledge • Can the student identify social institutions and the way they influence the behavior of the peoples of Europe and the Middle East as well as themselves? Skills • Can the student generate a number of characteristics for analyzing and comparing human behavior in given situations in different societies? • Does the student demonstrate a capacity to explain why he/she might feel or act the same as others, were they in the other's social and situational setting? • Can the student perceive conflict as potentially manageable and identify and use alternative methods of managing conflict?	BOOKS Aggarwal, Manju. I Am A Muslim. Franklin Watts, Inc., 1985. Allan, Mabel E. The Mills Down Below. Dodd. 1981. Alcock, Vivien. The Cuckoo Sister. Delacorte, 1986. Cohen, Barbara. Seven Daughters and Seven Sons. Atheneum, 1982. Conta, Marcia Maher. Women for Human Rights. Raintree, 1979. Cunningham, Julia. A Flight of the Sparrow. Pantheon, 1980. Langford, Sonda. Red Bird of Ireland. McEldery/Atheneum, 1983. Lawton, Cline. I Am A Jew. (My Heritage Series). Franklin Watts, Inc., 1985. Mays, Lucinda. The Other Shore. Atheneum, 1979. Ofek, Uriel. Smoke Over Golan: A Novel of the 1973 Yom Kippur War in Israeli. Harper, 1981. Voss, Carl. Living Religions of the World: Our Search for Meaning. Prometheus Books, 1977.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • aesthetic accomplishments/ achievements • knowledge and beliefs of the group Change • continuous process resulting from the desire to meet the needs of the group • as evidence of growth	Different groups of people have made lasting contributions to the arts and sciences. The civilizations of Western and Eastern Europe and the Middle East have made important, long-lasting achievements in many fields. - architecture - philosophy - art/literature - politics/civics - science/mathematics - language - religion	Have individuals or groups of students take pictures of as many examples of Greek and Roman architecture as they can find in your town or surrounding area. Organize materials to prepare a way to share the slides/pictures with the class in oral presentations charts, displays, or bulletin boards. Use reference books to investigate, compare, and contrast works of art of various periods and places. Make a booklet of scientific achievements. Invite a second language teacher to your classroom to demonstrate the music, art, and other contributions of that culture. With small groups of students, select a country and have each of the groups show a contribution in the fields of dance, music, art, food, and science.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information in print and nonprint sources Presenting Information • using media and various visuals for communicating ideas Self-Management • decreasing ethnocentric perceptions • developing constructive attitudes toward diversity	Knowledge • Can the student identify and explain contributions made by civilizations of Europe and the Middle East as they apply to the student's community and nation? Skill • Can the student produce a display of acquired information? • Does the student avoid statements about his/her own group that implies a standard by which all other groups are to be judged?	BOOKS Coselli, Giovanni. *The Renaissance and the New World*. Harper, 1986. Goodall, John S. *The Story of an English Village*. Atheneum, 1979. Hultman, Tami. *The Africa News Cookbook*. Viking, 1986. Provensen, Alice and Martin. *Leonardo Da Vinci: The Artist, Inventor, Scientist in 3-Dimensional Movable Pictures*. Viking Press, 1984. Travers, P.L. *Two Pairs of Shoes*. Viking, 1980. Wilson, Forrest. *Architecture: A Book of Projects for Young Adults*. Van Nostrand Reinhold Company, 1968. AUDIOVISUALS *Early Civilizations of the Western World*. BFA, filmstrips, cassettes. PARTICIPATION PROJECT (See Teacher Notebook) "Vicarious Visitation" "Place a Person"

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • social institutions preserve and transmit beliefs and values • shared beliefs influence behavior • individual behavior as related to group norms Empathy • tolerance to differences in others	Family, clan, and tribal groups act to maintain law and order. • Initially, socio-political order was maintained by family groups. - nuclear and extended families - clan and tribal groupings - hunting and gathering bands • Individuals or groups of individuals held authority over other members of the group. - father, mother, uncles - chiefs, councils of elders - legal specialists • •	When studying about a particular place or period in time such as ancient Rome, Egypt, or feudal England, have the students compare family structures and rule making. They might also compare this data with family structures and rule making today. Extend this same activity to rules and laws that children are expected to follow at home and in the community. Students could investigate ways law and order were maintained in specific groups as evidenced in children's literature selections such as Call It Courage, Island of the Blue Dolphins, and The Bronze Bow. Students could investigate case studies representing cultural groups, for example African and Native American ethnic groups.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed Participating in Interpersonal and Group Relations • incorporating a set of positive learning attitudes • participating in group planning and discussion Self-Management • increasing ability to empathize • decreasing ethnocentric perceptions	Knowledge • Does the student demonstrate an understanding of the need for rules and law and order? Skills • Does the student show an ability to get the information necessary to take part in a group discussion and presentation? • Does the student show a growing ability to avoid pejorative explanations of behavior different from his/her own?	BOOKS Aggarwal, Manju. I Am A Muslim. Franklin Watts, Inc., 1985. Aggarwal, Manju. I Am A Sikh. Franklin Watts, Inc., 1985. Holman, Felice. The Wild Children. Scribner, 1983. Kaye, Geraldine. Comfort Herself. Andre Deutsch, 1985. Martell, Hazel. The Vikings. Franklin Watts, Inc., 1986. O'Dell, Scott. Island of the Blue Dolphins. Dell Publishing Co., Inc., 1960. Otero, George C. Teaching About Perception: The Arabs. CTIR, 1978. Speare, Eliabeth. The Bronze Bow. Houghton Mifflin Company, 1973. Sperry, Armstrong. Call it Courage. Macmillan Publishing Company, 1971. TEACHER REFERENCES Teachers interested in teaching about the law might contact: Special Committee on Youth Education for Citizenship American Bar Association 1155 East 60th Street Chicago, IL 60637

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • shared behaviors and beliefs which are transmitted • each individual occupies a role and has a status Citizenship • recognition of the power of political action • understanding of the ideas of liberty, freedom, justice, and equality • participation involves rights and responsibilities	Present systems of government have their origins in the past. • In Egypt, strong monarchs emerged to unify the people, to help solve common problems, and to satisfy needs. • Greek civilization contributed the idea of democracy to humankind. - city-states, ruled by an aristocracy, gave way to the belief that the state existed for the good of the individual • The early Romans developed a form of government known as a republic. - family life and religion were strong influences - kings were overthrown and replaced with a republic • •	Teacher presents information on the democratic form of government in the United States. Have the students construct a comparative chart by finding corresponding practices in ancient Egyptian, Greek, and Roman civilizations. Students should identify the ways laws and rules were formulated, how and by whom leaders were selected, and how power and authority were distributed. They might also compare and contrast the roles of citizenship in Greece, Rome, and in the United States today. 

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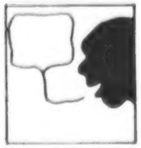
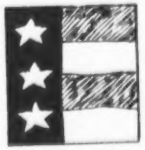
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using media and various visuals for communicating ideas Self-Management • decreasing ethnocentric perceptions • demonstrating a growing capacity to perceive that conflict is inevitable and natural	Knowledge • Is the student able to convey an understanding of the origins of contemporary democratic beliefs and practices? Skills • Can the student construct a comparative chart/table? • Does the student demonstrate a growing capacity to make and prefer statements about other groups which do not use his/her own group as a standard?	BOOKS Miquel, Pierre. Life In Ancient Rome. Silver Burdett, 1981. Sutcliff, Rosemary. Frontier Wolf. Dutton, 1981. AUDIOVISUALS Ancient Rome. Society for Visual Education. Filmstrip/cassettes. MAN: A Cross-Cultural Approach, Government Forms. Opportunities for Learning. Filmstrip/Cassette. Old World Backgrounds of American Civilization. New York Times Educational Enrichment Material. Filmstrips/cassettes.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • as a continuous, universal phenomenon • characterized by both growth and decline Nation-State • involves the common awareness of boundaries • a sense of belonging with and loyalty to a government or nation • a government structure which performs necessary functions for the well-being of the group	As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies. • The ability to produce surplus food led to changes in human life. - towns and cities grew - leisure time could be devoted to the arts - specialists emerged - trade and business developed - codified laws were needed • In the Egyptian, Greek, and Roman Empires, formalized government structures evolved to satisfy the needs and desires of the populace. • As the authority and power of early empires declined, feudalism emerged as a system of law and social order. - a ruling class based on royalty - socio-political power was controlled by the Church - citizenship was religiously oriented •	After careful study of the socio-political structure of different societies at different times, plan a whole day where the class will operate as if it were in - ancient Egypt - classical Greece/Rome - feudal Britain Be sure to have small groups of students represent the different classes with appropriate authority. After the activity is completed, have students discuss their reaction to the way they were perceived and treated by the others. Have them consider • the advantages and/or disadvantages of their socio-political status • the standard of living that went with their position • the rights and privileges of their position.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • incorporating a set of positive learning attitudes • participating in group planning and discussion • assuming responsibility for carrying out tasks Self-Management • increasing ability to empathize • developing constructive attitudes toward change	Knowledge • Does the student know about the way of life of the peoples of early Middle Eastern and European civilizations? Skills • Can the student accurately role play the life of another person from another time? • Does the student demonstrate a capacity to accurately present the thoughts and feelings of others? • Is the student able to recognize the ramifications of change?	BOOKS Sullivan, Mary Ann. Child of War. Holiday, 1984. AUDIOVISUALS "Life in Ancient Egypt," "Splendor of Ancient Greece," and "World of Acient Rome" in Our Heritage From the Past. Spoken Arts. Filmstrip/cassettes. Milestones to Modern Civilizations. Society for Visual Education. Filmstrips/cassettes. "Ramses II; Empire Builder," "Life in Ancient Palestine," "Cyrus, Builder of Persia," "Ancient Greece," "Alexander the Great," "Life in the Roman Republic," and "Ancient Rome" in Early Civilizations of the Western World. BFA. Filmstrips/cassettes.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Nation-State • formalized structure of government • shared beliefs and values • a sense of loyalty and belonging Citizenship • characterized by rights and responsibilities • delineates power and authority to leaders and supporters Identity • the experience of the individual as a member of a group	In modern political states, formalized governmental structures play a major role in maintaining social order and control. • Western political philosophy maintains that government operates with the consent of the governed for their benefit. • Law and order is maintained through a variety of legal techniques. - benefit distribution - private remedy - private arrangement - penal - regulatory • Governments assume new roles in relation to the individual previously carried out by family and/or the church. • In a communist society, the Party dominates (with only a small percentage of the population as Party members) and those in leadership positions in the Party control political power in the state. • •	 Governmental regulations control many aspects of school life. Have the students interview adults in the building to find out how their jobs are affected by regulations and laws. Students might present their findings to the class. Some people to interview may include: - cafeteria manager - custodian - secretary - librarian - principal/assistant - school nurse  Debate social issues to discover the role of the family versus the role of the government in today's society. - state-run nursing homes for the elderly - free medical clinics - Social Security income - unemployment benefits - welfare

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources • recognizing advantages and limitations of various sources Using Information • classifying and/or categorizing data • evaluating data • drawing inferences from data • checking on completeness of data and questioning hypotheses based on sufficiency of evidence • generalizing from data Self-Management • developing constructive attitudes toward conflict • developing constructive attitudes toward diversity	Knowledge • Does the student have an understanding of the foundations of the Western political system? Skills • Can the student use social scientific methodology to research a given topic or problem? • Can the student perceive conflict as potentially manageable and identify and use alternative methods of managing conflict?	BOOKS Adler, David A. Our Golda: The Story of Golda Meir. Viking, 1984. Cross, Gillian. On the Edge. Holiday, 1985. Duran, Chili. Kindling. Greenwillow, 1981. Faber, Doris. Margaret Thatcher: Britain's "Iron Lady". Viking, Penguin Children's Books, 1986. Formon, James. A Fine Soft Day. Farrar, 1979. Ipsen, D.C. Eye of the Whirlwind: The Story of John Scopes. Addison Wesley, 1973. Schlee, Ann. The Vandal. Crown Publishers, Inc., 1979. AUDIOVISUAL Man: A Cross-Cultural Approach, Government Functions. Opportunities for Learning. Filmstrip/Cassette. TEACHER REFERENCES Deming, Richard. Dell Publishing Co., Inc., Man Against Man, Civil Law at Work, Criminal Law at Work, International Law at Work.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • encompasses appropriate attitudes and values • symbolic • awareness of one's own values and the values of others	Citizenship includes an awareness of the symbols of our nation and other nations. • buildings/monuments/memorials • paper documents • flags • currency/stamps • songs and music	Have the students research the flags and other symbols of European and Middle Eastern nations. Have them create a display which compares the symbols of other nations with those of the United States. Students who collect foreign coins/stamps could make a presentation using their collections. When examining the tangible symbols of our nation, cite examples of contributions of earlier civilizations to the form and style. Study stamps, coins, flags, and seals for this analysis. Have the students research and discuss community celebrations such as Hispanic Heritage Week, Black History Month, and other events illustrating diversity.

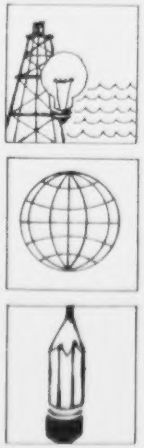
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information	Knowledge	BOOKS
• identifying a variety of sources of information	• Can the student see the similarities in the national symbols of his/her own society and others?	Langton, Jane. Fragile Flag. Harper, 1984. St. George, Judith. The Mount Rushmore Story. Putnam, 1985.
Presenting Information	Skills	
• using media and various visuals for communicating ideas	• Can the student identify and use material objects to make a visual presentation?	
Self-Management		
• decreasing stereotypic perceptions	• Does the student avoid using closed, dogmatic, blanket generalizations about other people and their cultures?	

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • encompasses appropriate attitudes and values • symbolic	Citizenship includes an awareness of the patriotic celebrations of our nation, and other nations.	Brainstorm a list of national patriotic holidays. Have students research the countries of Europe and the Middle East, Africa and Asia, and Latin America to find if they might celebrate similar events or honor individuals in their country. Discuss and compare. Have the students make an international calendar of patriotic celebrations. Assign each student a day and have them report on that particular holiday or celebration. Students could create a whole earth holiday considering symbols, celebration events, and purposes. Students could review holiday information gathered throughout the elementary years by holding a Holiday Quiz show researching and developing questions for the match.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed Using Information • drawing inferences from data • drawing generalizations from data Self-Management • decreasing ethnocentric perceptions • developing constructive attitudes toward diversity	Knowledge • Can the student see similarities of patriotic expression in his/her own and other societies? Skills • Can the student compare similar data about different countries and make valid generalizations? • Can the student recognize that people think and act similarly throughout the world? • Does the student demonstrate a growing capacity to make and prefer statements about his/her own group that do not imply a standard by which all other groups are judged?	BOOKS Cosman, Madeleine Pelner. Medieval Holidays and Festivals. Scribner, 1981. Gregory, Ruth W. Anniversaries and Holidays. ALA, 1983. Jay, Margaret. Days, Weeks and Months. Faber, 1984. AUDIOVISUALS Cornerstones of Freedom. New York Times Educational Enrichment Materials. Filmstrips/cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • the effects of limits Environment • the influence of environment over human activity	People throughout the world must solve basic economic problems. • Limited resources must be reconciled with unlimited needs and wants. • Not all nations/peoples have the same potential for economic development. • Systems evolve to deal with economic decision-making. • •	Divide the class into groups with each group representing people from a different part of Europe and the Middle East. Have each group research its country and compile a list of available resources, industries, and problems in meeting basic needs. After a discussion, have each group list alternatives for solving its problems and arrive at a group decision on which alternative they will pursue. Have each group present its decision to the rest of the class. Have the class discuss the consequences of each decision. Issues of development pose complex dilemmas for society. Consider with students the moral implications of economic decisions.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • incorporating a set of positive learning attitudes • participating in group planning and discussion Self-Management • developing constructive attitudes toward conflict • developing constructive attitudes toward change	Knowledge • Can the student recognize basic economic problems that face the people of Europe and the Middle East? Skill • Can the student work effectively as part of a group to solve a problem? • Does the student show an understanding of the natural and inevitable nature of diversity and conflict?	BOOKS Brittain, Bill. All the Money in the World. Harper & Row Publishers, 1979. Macaulay, David. BAAA. Houghton Mifflin, 1985. Pinkwater, Daniel. The Last Guru. Dodd, Mead, and Co., 1978. Pringle, Laurence. The Economic Growth Debate: Are There Limits to Growth? Franklin Watts, Inc., 1978. AUDIOVISUALS "Europe" and "Africa and the Middle East" in Family Life Around the World. Coronet. Study prints. Families of the Middle East. Society for Visual Education. Filmstrips/cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • awareness of human needs and wants • recognition of finite limits • need to share available resources	People have unlimited needs and wants which they must meet with limited resources. • Unfavorable geographic and climatic conditions limit land use. - deserts as in the Middle East - mountains as in the Balkan Mountain ranges - flooding as in the Nile Valley - permafrost as in Siberia • People need food but the geography of a region does not always make adequate food production possible. - lack of arable land as in Greece - lack of a dependable water supply as in the deserts east of the Caspian Sea - desertification in Africa - deforestation in Brazil • Industrialization requires sources of minerals and fuels which are nonrenewable.	 Tiber River Simulation. Split the class into groups representing each of five villages along the Tiber River. Each city depends on the river, in one way or another for its survival (example: fishing, industry). Each village is obviously interfering with the rights of people in other villages, even though each village feels it is doing the right thing. Outline the problems each village faces and impress upon the groups the gravity of the situation. The task of the groups is to make rules which cover the use of the river. The laws must be agreed upon unanimously by each village involved.  The increasing dependence of industrialized nations on nonrenewable resources raises issues of global responsibility. Students could develop written scenarios based on depletion of one or several resources and explore global consequences.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • speaking in an effective way Participating in Interpersonal and Group Relations • defining basic issues Self-Management • developing constructive attitudes toward change	Knowledge • Does the student understand that the people of Europe and the Middle East have needs and wants which they must meet with limited resources? Skills • Can the student work effectively as part of a group to solve a problem? • Can the student recognize the results of change and predict the results of a proposed change?	BOOKS Adler, Irving. The Environment. Thomas Y. Crowell Company, 1976. Gilfond, Henry. Water: A Scarce Resource. Franklin Watts, Inc., 1978. Pringle, Laurence. Our Hungry Earth. Macmillan Publishing Company, 1976. Riedman, Sarah. Food for People. Abelard-Schuman, 1976. Timberlake, Lloyd. Famine in Africa. Gloucester Press, 1986. AUDIOVISUALS Exploring the Earth Around Us. National Geographic Society. Filmstrip/cassette. Food for the World. National Geographic Society. Filmstrip/cassette. "Energy from the Earth" in Energy and Everyday Life. National Geographic Society. Filmstrip/cassette. What We Get From the Earth. National Geographic Society.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • the need for interaction and cooperation • survival needs Empathy • the capacity to appreciate the worth of others who are different	All people of the world are both producers and consumers of goods and services. • hunters and gatherers • pastoralists • subsistence farmers • industrial workers • service jobs • •	Have each student select a working adult whom they can observe over a period of time (preferably a whole day). The student should observe and record as many of that person's activities as possible. After the observation, the student might classify/categorize the person's activities under relevant economic headings. Students might identify ways people in the Middle East, Europe, Africa and Asia produce and consume various goods and services. Students might explore past and present times by comparing the different ways people make a living. Murals could be used to illustrate student findings.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information • organizing collected information Presenting Information • using media and various visuals for communicating ideas Self-Management • decreasing egocentric perceptions	Knowledge • Can the student show how the people of Europe and the Middle East are and have been both producers and consumers of goods and services? Skills • Can the student gather needed information through observation? • Is the student able to develop charts and tables to present information? • Is the student able to accept the alternative perspectives that individuals might use in a given situation?	BOOKS Berenstain, Michael. The Castle Book. David McKay Co., 1977. Fitzgerald, Merni Ingrassia. The Peace Corps Today. Dodd, 1986. Floethe, Louise Lee. Farming Around the World. Charles Scribner's Sons, 1970. AUDIOVISUALS Israel: Making of a Modern Nation. Society for Visual Education. Filmstrips/cassettes. Nomads of the Sahara. Society for Visual Education. Filmstrips/cassettes.

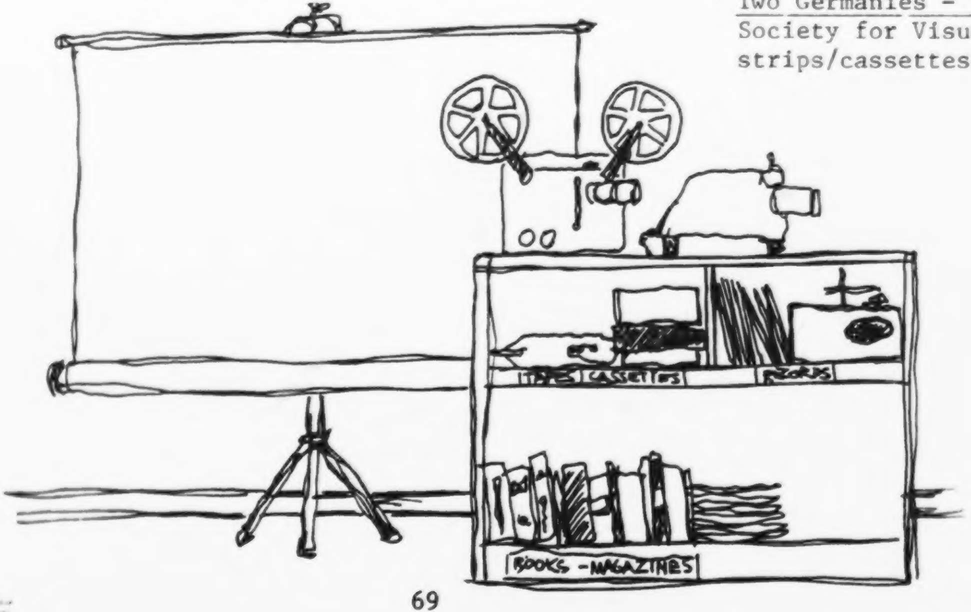
CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • beneficial aspects of competition Culture • basic institutions that function within a society Citizenship • the role of individuals as participants in an economic community	Different economic systems have evolved to deal with economic decision-making. • There are theoretical models which attempt to explain how the questions of WHAT to produce, HOW to produce, and FOR WHOM to produce are answered (see chart below). • In reality most societies combine techniques. • Mixed economies are systems which combine government economic activity with market economy free enterprise.	The teacher could present materials on representative examples of each type of system. • traditional - nomadic herders - a medieval manor • command - an East German collective farm - a Soviet factory • market - a small business in the U.S. - a Parisian flea market • mixed - an Israeli kibbutz - a major British industry Have small groups of students further research the three economic systems. Compare and contrast the systems on charts/continuums using key elements such as: • production of surplus • degree of individual economic freedom • prices • worker satisfaction • quality of products

	TRADITIONAL	MARKET	COMMAND
WHAT TO PRODUCE	Based on what was produced in the past; continuation of the economic status quo.	Consumer preference as demonstrated through their purchasing.	Societies' needs as determined by government economic planners.
HOW TO PRODUCE	Usually by hand using animals as a power source.	The cheapest, most efficient combination of land, labor, and capital as determined by the producer to maximize profits.	The cheapest, most efficient combination of land, labor, and capital available as determined by state planners.
FOR WHOM TO PRODUCE	Directly for the producer with a share for the landlord.	For whomever has the money needed to pay the price.	From each according to his ability, to each according to his need as determined by priorities established by central planners.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information • organizing collected information Participating in Interpersonal and Group Relations • assuming responsibility for carrying out tasks Self-Management • decreasing ethnocentric perceptions • developing constructive attitudes toward diversity	Knowledge • Is the student able to identify the advantages and disadvantages of the economic systems employed by the people of Europe and the Middle East to make economic decisions? Skills • Can the student make use of library resources to gather data on economic systems? • Does the student make and prefer statements about other groups which do not use his/her own group as a standard?	BOOKS Buehr, Walter. Knights and Castles, and Feudal Life. G. P. Putnam's Sons, 1957. Dobrin, Arnold. A Life for Israel: The Story of Golda Meir. Dial Press, 1974. Hoffman, Gail. The Land and People of Israel. J. B. Lippincott Company, 1972. Kronenwetter, Michael. Capitalism vs. Socialism: Economic Policies of the USA & USSR. Franklin Watts, Inc., 1986. AUDIOVISUALS "Desert Nomad Family" in Four Families of the Middle East. BFA. filmstrips/cassette. "Life in the Middle Ages," in Our Heritage from the Past. Spoken Arts. Filmstrip/cassette. "Hungary's Collected Farms," in East Central Europe. Society for Visual Education. Filmstrips/cassettes. Market Economy. BFA. Education Media. Filmstrip/cassette. Comparative Cultures and Geography: Series I, Cities, Factories, Town, Families. Listening Library.

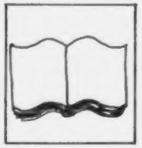
CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • survival needs • the need for interaction and cooperation Empathy • appreciation of the attitudes, values, and beliefs of others	A variety of conditions determine the types of economic systems that people employ to solve economic problems. • availability of resources for production - land, labor, and capital • ownership or control of resources • size and distribution of the population • degree of technological development • political structure related to the economy • historical precedent • social values • •	Have each student research these and other economic conditions for a particular country. Use almanacs, encyclopedias, atlases, texts, and other supplemental books to gather relevant data. The students should prepare a summary list of his/her findings to share with the class along with information on the type of economic system which is predominant in that country. Groups of students could compile the reports to identify regular patterns of economic conditions in countries with similar economic systems. Student groups might study one country in either Europe or the Middle East to determine those factors used in making economic decisions. To extend this study, students could compare and contrast with African and Asian case studies.

POSSIBLE SKILLS/ATTITUDES	EVALUTION	RESOURCES
Getting Information • identifying a variety of sources • locating sources of print and nonprint information • identifying the types and kinds of information Self-Management • decreasing egocentric perceptions	Knowledge • Can the student recognize the economic conditions which constitute the basis for the economic systems of the people of Europe and the Middle East? Skills • Can the student do research using a number of secondary sources? • Does the student show evidence of a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others?	BOOKS Giff, Patricia R. Mother Teresa: A Sister to the Poor. Viking-Penguin, Inc., 1986. AUDIOVISUALS This is the Soviet Union. Society for Visual Education. Filmstrips/cassettes. Trade Offs. A videotape series on basic economic concepts from a student's point of view is available from The Center for Learning Technologies, Room 9A47, CEC, Albany, NY 12230. Two Germanies - Two Doctrines. Society for Visual Education. Filmstrips/cassettes.



CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • the degrees of change • traditional attitudes	In traditional economies, decision-making and problem-solving are guided by the past. • The way of life of the society is usually agrarian-based. • Survival is frequently at the subsistence level with little or no surplus for reinvestment and growth. • There is a lack of capital (financial and technological) as an impetus to change. • •	Students might read a case study of traditional economic decision-making to determine the influence of the past: • an Italian farmer • a French craftsman • a Basque Sheepherder • an untouchable in an Indian village • a Nigerian nomad Analytic reading can be assisted by a teacher-prepared study guide to help students.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information	Knowledge	BOOKS
• classifying and categorizing data	• Can the student identify the characteristics of a traditional economic system and apply them to a study?	Cleaver, Vera. Ellen Grae. J. B. Lippincott Company, 1967.
Presenting Information		Stevenson, William. The Bushbabies. Houghton Mifflin Company, 1965.
• writing in an expository way	Skills	
Self-Management	• Can the student write an investigative report on traditional economies?	
• decreasing egocentric perceptions		
	• Does the student show evidence of a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others?	

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • the participatory element • differing roles • different rights and responsibilities	In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government. • In Eastern European countries there is limited free enterprise. • Government planners make most decisions. - emphasis is placed on heavy industry rather than consumer goods - production goals are set in 5, 7, or 10 year plans - small production units are organized into collectives • Labor has limited rights to organize or strike. • •	Students might read a case study of a Soviet collective farm to identify the factors used in making decisions about the production and distribution of products.  Newspaper and news magazine stories can provide examples for study. Students could be guided to read for cause and effect relationships of events and decisions. Political cartoons frequently deal with economic and political issues. In addition to applying visual analysis skills, students could create cartoons. This activity fosters critical and creative thinking as well as artistic skill. Prepare a chart which compares Eastern European economic planning to that of China, Sweden, Great Britain, and Angola.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • incorporating a set of positive learning attitudes • participating in group planning and discussion Self-Management • decreasing ethnocentric perception • evidencing a growing capacity to respond to diversity by by defending or promoting desirable differences and condemning or reducing undesirable differences	Knowledge • Can the student determine the advantages and disadvantages of a command economy? Skills • Can the student work effectively as part of a group to solve a problem? • Does the student show a growing capacity to make and prefer statements about other groups which do not use his/her own group as a standard?	BOOKS Hale, Julian. The Land and People of Romania. J. B. Lippincott Company, 1972. Morey, George. The Soviet Union. MacDonald Educational Ltd., 1976. AUDIOVISUALS East Central Europe. Society for Visual Education. Filmstrips/cassettes. Russia: Past and Present. BFA Educational Media. Filmstrip/cassette. What's Communism All About? Carousel Film and Video. Film or 3/4" U-Matic Format.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • change as a result of conflict • the need for accommodation Interdependence • the need for coordinated action	In many countries, "mixed" economies have evolved to deal with economic decision-making. • Government interacts with the market in varying degrees in different countries. - control and ownership of the base industries and utilities - control of various aspects of production decisions • Government may also control monetary and fiscal policy aimed at controlling demand and stabilizing economic growth. - monetary policy determines how much money banks can lend - fiscal policy has to do with raising or lowering taxes and government spending • •	Select a major American industry (steel, auto, mining, farming) and study the government controls placed on it directly or indirectly. The teacher may find it necessary to gather the information and then present it to the students in a simplified form. Have students compare and contrast this data with information on government control of economic decision-making in Eastern European command economies or other command economies of Asia and Africa.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information ° locating information in print and nonprint sources ° organizing collected information Self-Management ° decreasing stereotypic perceptions	Knowledge • Is the student able to combine the elements of three theoretical models of economic systems into an understanding of mixed economies? Skills • Can the student organize material presented by the teacher in a manageable and meaningful way? • Is the student aware that similar economic factors in one country may not result in the same economic system as in another country?	AUDIOVISUALS East Central Europe. Society for Visual Education. Filmstrips/ cassettes.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • the need for coordinated action Technology • the roles of technology in economic development	A variety of factors determine the level of economic development of a nation. • availability of resources • a skilled labor force • investment capital • markets • advancements in production technology	Have students do a comparative case study of a subsistence agricultural village in the Middle East and a Western European industrial city. Help the students gather the data, categorize and classify it, and lead them to draw conclusions based on the data. Have students develop and prepare a questionnaire related to the research topic of "What makes a nation an industrial leader?" Have the class survey adults in the community to explore the attitudinal aspect of development. Help students to gather the data, to categorize and classify it, and then to draw conclusions. Have students investigate the role of technology in the economic development of Japan. Students could conduct a survey of common household products made in Japan. Have students consider the resources available to the Japanese found in their home islands. Discuss whether resources or technology are more important to Japan.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • organizing collected information Using Information • classifying and/or categorizing data • evaluating data • drawing inferences from data • generalizing from data Self-Management • decreasing egocentric perceptions	Knowledge • Can the student assess the extent to which a number of variables have affected the economic development of the nations of Europe and the Middle East? Skills • Can the student create and use a survey devised to gather and use data on people's attitudes? • Does the student show evidence of a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others?	BOOKS Ritchie, Carson I.A. Food In Civilization: How History Has Been Affected by Human Tastes. Beaufort, 1981. Zei, Alki. The Sound of Dragon's Feet. E. P. Dutton, 1979. AUDIOVISUALS Man: A Cross-Cultural Approach, Economics. Opportunites for Learning. Filmstrips/cassette. Western Europe. Society for Visual Education. Filmstrips/cassettes.

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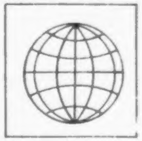
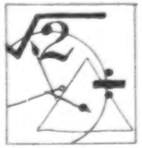
CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • common experiences • need for understanding and concern for others • differing motivations for behavior Interdependence • need for interaction and cooperation	Nations have joined with one another in organizations which promote economic development and growth. • Council for Mutual Economic Assistance (Comecon) • European Community, including European Economic Community (EEC) • European Free Trade Association (EFTA) • League of Arab States (The Arab League) • Organization of Petroleum Exporting Countries (OPEC) • Organization for Economic Cooperation and Development (OECD) • Benelux • United Nations	Divide the class into small groups to research the given organizations. Each group will present their findings orally to the rest of the class. Brainstorm a list of economic decision/problems we may face in the next 25 years. Have students break up into interest groups and explore a decision/problem further through directed research. Outline a structure for an international organization that will deal with problems identified.  Consider some of the promises and problems of global economic links.

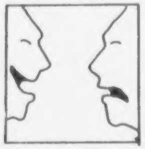
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information • organizing collected information Presenting Information • speaking in an effective way Self-Management • increasing ability to empathize	Knowledge • Does the student recognize the need for and purposes of various economic organizations that exist for the benefit of the people of Europe and the Middle East? Skills • Can the student take part in and contribute meaningful ideas in class discussions and brainstorming activities? • Does the student show evidence of a growing capacity to explain why he/she might feel, or act the same way as another, were he/she in the other's social and situational setting?	BOOKS Rothkopf, Carol. The Common Market: Uniting the European Community. Franklin Watts, Inc., 1977. Weiss, Malcolm. One Sea, One Law?: The Fight for a Law of the Sea. Harcourt, 1982. AUDIOVISUALS "Benelux: A United European Community" in Western Europe. Society for Visual Education. Filmstrip.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment ∘ the physical features of the natural setting ∘ habitat as part of culture ∘ a sense of place in space	Maps symbolically represent features of the earth's surface. ∘ land masses - continents - islands ∘ water bodies - oceans, seas - rivers - lakes ∘ relief features - mountains, hills - plains, plateaus • • •	Provide students with outline maps of the world, Europe, and the Middle East regions. Using an atlas and/or other map resource materials, have them locate and label land masses, water bodies, and draw in and label relief features. Compare the maps and discuss how physical features might affect the life style of European and Middle Eastern inhabitants. Some ideas to consider might include: - land usage - occupations - housing styles - clothing TN To introduce the idea of maps, teachers might use some unusual types of diagrams to develop the idea of the symbolic nature of maps. For example: - an architect's blueprints of the school building - an electrical wiring diagram - a map of a bus or subway line TN Integrating map study throughout the year rather than concentrating it in a single unit can reinforce content learning.

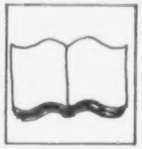
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information Using Information • drawing inferences from data Self-Management • decreasing stereotypic perceptions	Knowledge • Can the student identify major physical features on an outline map of Europe and the Middle East? Skills • Can the student use a map to get data about a specific country? • Does the student avoid overusing generalizations?	BOOKS Madden, James F. The Wonderful World of Maps. Hammond, 1982. National Geographic Atlas of the World. National Geographic Society, 1981. AUDIOVISUALS Exploring the World of Maps. National Geographic Society, 1973. Five filmstrips/cassettes.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • understanding of distance, direction, and location	The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction. • latitude and longitude • map keys/legends • map symbols • • •	The teacher might develop a map search activity which would require the student to use latitude and longitude, the map key, and symbols to solve the puzzle and discover the name of the mystery place. Students might be involved in developing these activities for one another.  Map scale can be used to help students develop math understandings or ratio and proportion and can reinforce computation in a practical content.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information	Knowledge • Does the student know how to locate places in Europe and the Middle East on maps using latitude and longitude, map legends, and map symbols? • Can the student find specific geographic information using a map?	BOOKS Knowlton, Jack. Maps and Globes. Crowell Junior Books, 1985. AUDIOVISUALS Map Competency. Coronet. Filmstrips/cassettes: "Shipwrecked" (using latitude) "Lost in the Desert" (using longitude) "Weekend Bicycle Trip" (using symbols) "Jackpot Treasure" (using scale)

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • existence of patterns in nature • as an influence on humans • as created by humans	Special purpose maps can be used to show various geographic aspects of the earth's surface as seen in Europe and the Middle East. • natural phenomena - climate-types - resources - natural vegetation - ocean currents - meteorological - soil-types • human uses - political boundaries - population density and distribution - products - historic information - language - transportation routes Include tables and charts of temperature and rainfall data and have students calculate average annual rates for a particular country. Population figures and square acreage/mileage could be used to figure average population density.	Provide students with several of the types of maps showing natural phenomena. Then have students begin to hypothesize on blank outline maps about • population density and distribution • products - agricultural and industrial • land and sea routes. Then have students research the accuracy of their original hypotheses.  After reading an account of a specific period of history of a particular nation, have students present events and/or places relevant to the historic account through dramatizations such as role play, plays and skits, news broadcasts, pantomime, or charades.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • recognizing advantages and disadvantages of various sources Presenting Information • using media and various visuals for communicating ideas Self-Management • developing constructive attitudes toward diversity	Knowledge • Does the student consider a number of geographic aspects about Europe and the Middle East to understand the region fully? Skills • Can the student recognize the need to use a variety of different types of sources of information? • Can the student make an hypothesis? • Does the student recognize that different people may generate different hypotheses from the same data?	BOOKS Huntington, Lee Pernnock. Simple Shelters. Coward, 1979. AUDIOVISUALS Map Competency. Coronet. Filmstrips/cassettes: "Mission: Planet Earth" "Westward Ho!" "Do You Have a Map?" PARTICIPATION PROJECTS (See Teacher Notebook) "Collage Collection"

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • natural boundaries • the existence of patterns in nature	Geographic variables may serve as criteria for grouping countries into regions. • physical features - mountains - plains and plateaus - islands • water bodies - seas and oceans - rivers • climate types - tundra - temperate - Mediterranean - steppe - desert • •	Examine political/relief maps to see if students can identify natural features which serve as the boundaries of countries. Using a climate map of the Middle East region, have students hypothesize about how people in the region might live. Have students discuss why the Middle East might be considered a geo-cultural region. Have students determine how the geography of this region influences daily life by analyzing maps and  related geographic data found in text material. Study guides can assist students as they read for information. Students may choose to investigate the link between geography and culture in a region of special interest such as East Africa or Indochina.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information Using Information • drawing inferences from data	Knowledge • Can the student group countries with similar geographic variables into regions? Skills • Can the student use maps to acquire geographic information and draw inferences about how people live?	BOOKS Berger, Gilda. Kuwait and the Rim of Arabia. Franklin Watts, Inc., 1978. Eastern Hemisphere Puzzle Book. Opportunities for Learning. Fles, Barthold. East Germany. Franklin Watts Inc., 1973. Kostich, Dragos. The Land and People of the Balkans. J. B. Lippincott Company, 1973. Mitsumasa, Anno. Anno's Britain. Philomel, 1986. Soghikian, Juanita. Lands, People and Communities of the Middle East. Gateway Series Publications, 1981.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • the influence of climate Scarcity • the need for natural resources • understanding the effects of limits	Geographic features and climatic conditions influence land usage. • agriculture and the availability of arable land and adequate water • herding and suitable grazing land • industrial usage and the availability of resources and transportation facilities • population concentrations in areas with sufficient rainfall, mild climate, and level terrain	The teacher or students might prepare a number of scenarios which focus on the geographic characteristics of a fictitious region. Each scenario should include data on the region's terrain, climate type, soil, vegetation, and mineral resources. The scenario should then be distributed to groups of students who will hypothesize and support their statements with valid reasons about how people in that region might live. Research to find real regions which might be similar to the scenarios and check the validity of the group's hypotheses.
	•	Have students select a country in Europe, the Middle East, Africa or Asia and apply this same procedure. Student groups might consider how the forces listed above influence life in a region.
	•	Students could use maps and other appropriate references to prepare a detailed, annotated itinerary for a tour through a country or region of Europe, the Middle East, Africa or Asia. Have them work from the perspective of a travel agent preparing a first time visit for a class of 6th graders.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed Using Information • checking the completeness of data and question hypotheses based on sufficiency of evidence	Knowledge • Does the student consider a number of geographic variables to understand land usage throughout Europe and the Middle East? Skill • Can the student gather data about geographic regions, hypothesize about land usage, and support the statements with valid evidence?	BOOKS Antonoiu, Jim. Greece. Macdonald Educational Ltd., 1976. Kubie, Nora. Israel. Franklin Watts, Inc., 1978. Lengyel, Emil. Modern Egypt. Franklin Watts, Inc., 1978. Morey, George. The Soviet Union. Silver Burdett, 1976. Rahn, Joan. Plants That Changed History. Atheneum, 1982. Rothkopf, Carol. Yugoslavia. Franklin Watts, Inc., 1976. Mirepoix, Camille. Egypt in Pictures. Sterling Publishers, 1978. AUDIOVISUALS Comparative Cultures and Geography. Listening Library. Set II: Deserts, Farms, Grasslands, Mountainlands. Geography of Europe: Part I - Northern Europe; Part II - Western Europe. National Geographic Society. Sound Filmstrip.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of natural resources • understanding the limits imposed by nature	Use of resources has had an influence on the economic, political, and historic aspects of life throughout the world. • control of petroleum resources • need for arable land and water • access to water routes for transportation • availability of mineral resources for industrial development • •	Students might do case studies of particular situations which illustrate the understanding. • Arab role as traders before all water routes from Europe to Asia were discovered • control of water in ancient Egypt • Middle Eastern oil wealth in a modern, industrial world economy • South African control of the world's major source of diamonds in the hands of an oppressive white minority.

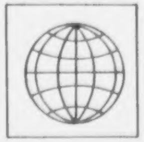
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information ° using multiple sources of the same type of information ° locating sources ° identifying the types and kinds of information needed Self-Management ° increasing ability to empathize	Knowledge • Can the student identify resources and the important role they have played in the development of the cultures of the Middle East and Europe? Skills • Can the student conduct research on a particular topic involving a geographic situation? • Can the student empathize with characters in social contexts increasingly remote from his/her own?	BOOKS Alexander, Susan, ed. Bibliography of Nuclear Education Resources. Educators for Social Responsibility, 1984. Hinkelbein, Albert. Energy and Power. Franklin Watts, Inc., 1971. Horburger, Jane M. African Countries and Cultures: A Concise Illustrated Dictionary, McKay, 1981. Macauley, David. Castle. Houghton Mifflin Company, 1975. Pringle, Laurence. Lives At Stake: The Science and Politics of Environmental Health. Macmillan, 1980. AUDIOVISUALS Cradles of Civilization. Society for Visual Education. Filmstrips/cassettes. The Middle East: Facing a New World Role. Society for Visual Education. Filmstrips/cassettes.

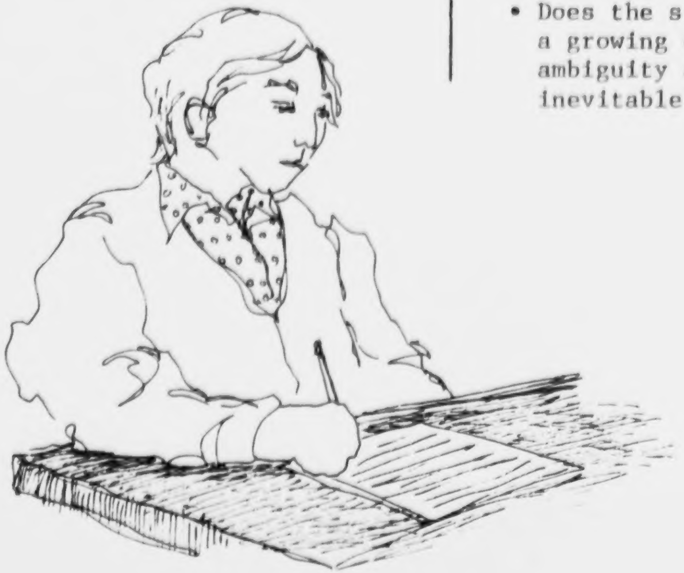
CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • recognition of the finite limits of nature Scarcity • need to make choices • need to plan	Availability and allocation of limited resources must be reconciled with the unlimited needs and wants of the human groups that use them. • arable land for food production - river valleys - desert oases • mineral resources for industrial development - non-renewable fossil fuels - metal ores • clean air and water - industrial and agricultural pollution	 Have students take a futuristic look at the problem of depletion of resources. Have students research an issue and then write a scenario along the lines of "What if...?" • we use up all known oil reserves in the next 50 years? • population grows so that little space is left for farming? • the temperature of the earth changed by 10 degrees over the next 25 years? Have students investigate the impact of acid rain on the forests of Europe. Students could investigate economic decisions that have far-reaching social and environmental impact such as overgrazing in Africa, use of lumber resources in the Amazon Basin. Consider the global nature of decision making about resources in an increasingly inter-dependent world.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying types and kinds of information needed Using Information • scrutinizing possible consequences of alternative courses of action Self-Management • developing constructive attitudes toward change • developing constructive attitudes toward conflict	Knowledge • Does the student understand the issue of environmental scarcity and the problem of reconciling this with human needs and wants? Skills • Is the student able to identify, locate, and apply information to a futuristic problem? • Does the student show a growing ability to recognize the moral complexity inherent in change and seek humane solutions for such moral dilemmas?	BOOKS Clements, Bruce. Two Against the Tide. Farrar, Straus, & Giroux, Inc., 1967. Engdahl, Sylvia. Universe Ahead: Stories of the Future. Atheneum Publishers, 1975. Hawkes, Nigel. Oil. Franklin Watts, Inc., 1985. Mayne, William. Earthfasts. E. P. Dutton, 1967. Strachan, James. Future Sources. Franklin Watts, Inc., 1985. TEACHER REFERENCE Publications such as the Futurist, a bimonthly journal, are available from the World Future Society, P.O. Box 30369, Bethesda Branch, Washington, DC, 20014.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment ◦ the relationship of humans to nature ◦ understanding the ecosystem Citizenship ◦ action related to the natural environment ◦ rights and responsibilities in relation to the natural environment	The environment is affected by people as they interact with it. • pollution of land, water, and air • erosion of the earth's surface through poor farming and mining techniques • depletion of soil fertility through overuse • destruction of natural vegetation • clearing of forests and grasslands for human use • extinction of animal life through killing and alteration of their natural habitat • •	The teacher might focus class research and discussion around ecology and conservation issues such as: • energy conservation and alternative energy sources • the causes and effects of acid rain • industrial pollution of the oceans and seas • deforestation and its effects on climate • the search for adequate drinking water supplies — desalination in the Middle East •

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • evaluating data • scrutinizing possible consequences of alternative courses of action • revising generalizations in light of new data Participating in Interpersonal and Group Relations • participating in group planning and discussion Self-Management • developing constructive attitudes toward conflict	Knowledge • Can the student identify ways in which humans interact with their environment in both beneficial and detrimental ways? Skills • Can the student research and discuss social issues? • Does the student demonstrate a growing capacity to perceive conflict as inevitable and manageable?	BOOKS George, Jean. Who Really Killed Cock Robin? E. P. Dutton, 1971. Haines, Gail Kay. The Great Nuclear Power Debate. Dodd, 1985. McCormick, John. Acid Rain. Franklin Watts, Inc., 1986. Pringle, Laurence. Lives At Stake: The Science and Politics of Environmental Heath. Macmillan, 1980. Sampson, Fay. The Watch on Patterick Fell. Greenwillow, 1980. PERIODICAL The National Geographic Society publishes a monthly magazine for young people called "WORLD." It includes interesting articles and features, many of which would be relevant for social studies instruction and/or activities. AUDIOVISUALS Saving Our Planet. National Geographic Society. Filmstrip/cassette.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • human ability to influence and control nature Change • the human capacity to grow and progress Technology • the human capacity to create • the knowledge, methods, and tools of invention	The effects of geographic conditions are moderated by technology. • Machines are used for transportation to overcome natural barriers. • Water storage and irrigation systems in dry regions make the land farmable. • Improved materials and techniques are used to construct buildings suitable for the conditions of the region. • Agricultural science has produced strains of seeds and fertilizers suitable for various soil and climate conditions. • Machines are used to farm and mine. •  The impact of technology in a global system can be explored from the standpoint of effects on the planet.	 As an exercise in expository writing have students interpret and then defend or refute this statement: "Superior intelligence has allowed humans to master nature." Students might identify examples in the Middle East which support or refute each content understandings. Science fiction writing for students can elaborate on the effects of technology on people. Students might compare factual and fictional accounts of technological progress. For students: WHAT IF...you could invent any machine you wanted to? How would your machine affect people? The natural environment? What are the advantages/disadvantages of your invention?

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • locating information in print and nonprint sources Presenting Information • writing in an expository way Self-Management • developing constructive attitudes toward ambiguity 	Knowledge • Does the student recognize ways in which technology has allowed us to moderate the effects of geography to our advantage and the relative cost of this action? Skills • Can the student present his/her views on a topic in argumentative writing which demonstrates logical thinking and coherent ideas, includes appropriate data, and uses an acceptable format? • Does the student show evidence of a growing capacity to perceive ambiguity as natural and inevitable?	BOOKS Evans, Peter. Technology 2000 (from series Your World 2000). Facts on File, 1985. Gurney, Gene. Space Technology Spinoffs. Franklin Watts, Inc., 1979. Krumgold, Joseph. Henry 3. Atheneum Publishers, 1967. O'Brien, Robert. Mrs. Frisby and the Rats of Nimh. Atheneum Publishers, 1971. Taylor, Paula. The Kids' Whole Future Catalog. Random House, 1982.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • revolution as an impetus to change • as a result of conflict • as a result of diversity	The modern era has been a time of great change. • The emergence of the Holy Roman Empire laid the foundations of modern European nation-states. • European powers gained control of the Middle East and occupied much of the territory. • After World War I, the upsurge of nationalism brought autonomy to the Middle East. • The discovery of vast reserves of pertroleum has made the Middle East vital to the economic interests of the world. • Mutual antagonism and distrust among the nations of the Middle East have made stability difficult to attain. • A human tragedy of unprecedented proportion was seen in the genocide today known as the Holocaust. • In Eastern Europe, the U.S.S.R. has established a strong political base and has acquired much territory. •	Have students interview their parents and someone of their grand-parent's generation. Ask them what changes have occurred during their lifetime. Be sure to ask about changes in: • politics • economics • foreign affairs • fads • standard of living ○ life style • treatment of minority groups Have students tape their interview or just write the responses to share with others during class discussion. Based on the activity, have the students construct a time line to represent some of the changes discussed. The impact of the Holocaust might be made more relevant to students through children's literature such as the Diary of Anne Frank.

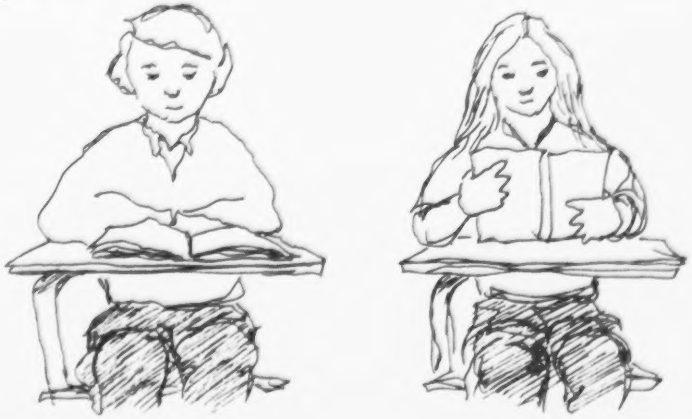
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying the types and kinds of information needed • organizing collected information Self-Management • decreasing egocentric perceptions • increasing the ability to empathize • decreasing ethnocentric perceptions	Knowledge • Can the student identify ways in which the modern era was different from the ancient times and offer explanations as to why? Skills • Can the student ask questions in such a way as to get the information needed? • Can the student gather information by listening to another person? • Can the student accept alternative perspectives as being legitimate explanations of the differences in others? • Can the student show evidence of a growing capacity to explain why he/she might feel, or act the same way as another, were he/she in the other's social and situational setting?	BOOKS Arrick, Fran. Chernowitz. Bradbury, 1981. Bernbaum, Israel. My Brother's Keeper: The Holocaust Through the Eyes of an Artist. G. P. Putnam's Sons, 1985. Fife, Dale. North of Danger. E. P. Dutton, 1978. Giblin, James. Walls: Defenses Throughout History. Little, Brown & Co., 1985. Hartman, Evert. War Without Friends. Crown, 1979. Rossel, Seymour. Judaism. Franklin Watts, Inc., 1976. AUDIOVISUALS East Central Europe. Society for Visual Education. Filmstrips/cassettes. Four Families of the Middle East. BFA. Filmstrips/cassettes. Israel. Society for Visual Education. Filmstrip/cassette. PARTICIPATION PROJECTS "Living Museums" "C Conflict"

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • social institutions preserve and transmit beliefs and values • spread through diffusion Change • as evidence of growth • resulting in assimilation and accommodation of new attitudes and values • as a product of conflict	Internal and external factors altered civilizations and eventually contributed to their decline. • In Greece, internal warfare among the city-states weakened all and allowed outsiders to conquer. • In Rome, economic and political excesses and social evils led to very serious depopulation and eventual decline. • In the Middle East, the misuse of the vital irrigation system, foreign invasion, and the discovery of all-water routes between Europe and Asia contributed to the decline of the Islamic Empire. • The power vacuum created by the fall of the Roman Empire contributed to the rise of the power of the Christian Church and the Holy Roman Empire which in turn fell,giving rise to the feudal system in Europe. • In the sub Saharan kingdoms, internal warfare among rival empires and shifts in trade routes brought about decline. • In the Indus Valley, Aryan invaders brought with them a strict class system known as the caste system.	Present the students with a number of dilemma situations which could possibly confront the U.S. in the next several decades. Some examples might be related to: • the energy crisis • a shift in birth and age trends • foreign invasion • industrial obsolesence • racial/ethnic strife Have the students research a topic and report on the possible social/economic/political consequences. Have students read about those factors which contributed to the decline of the Greek, Roman, Islamic, or Holy Roman Empires. Students might then compare and contrast those factors with conditions in the United States and the world today.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • speaking in an effective way Self-Management • developing constructive attitudes toward ambiguity • demonstrating a growing capacity to perceive that conflict is inevitable and natural	Knowledge • Can the student identify and explain factors which contributed to the decline of the early civilizations? Skills • Can the student research a topic and report to the class his/her findings orally? • Does the student show a capacity to suggest reasons for a given conflict rather than ascribe blame? • Does the student suggest ways a given conflict might have been avoided? • Does the student propose ways of settling a given conflict?	BOOKS Coerr, Eleanor. Sadako and the Thousand Paper Cranes. Putnam, 1977. Meltzer, Milton. All Times, All Peoples: A World History of Slavery. Harper & Row Junior Books, 1980. Merrill, Jean. The Pushcart War. Addison-Wesley, 1964. Robinson, Charles Alexander. Ancient Egypt. Watts, 1984. Turner, Ann Warren. The Way Home. Crown, 1982.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • social institutions preserve and transmit beliefs and values • cultures spread through diffusion Change • as evidence of growth • resulting in assimilation and accommodation of new attitudes and values • as a product of conflict	Cultural institutions often served as the impetus for growth and unification of civilizations. • Political alliances helped the Greeks defeat and colonize their rivals. • Economic prosperity resulted from the spread of Greek culture. • Political structure, which took the form of a republic, characterized Roman civilization. • Religious beliefs resulted in wars of conquest. - the Christian Crusades sent Europeans into the Middle East to retake the Holy Lands - Islam served as a force for the conquest and unification of the Middle East and parts of North Africa, Europe, and Asia • China's many contributions to civilization, including the development of books, helped to create a unified cohesive culture.	Have each student select a civilization and research a cultural institution such as religion, art, education, music, or recreation. Ask the students to write a paper to be shared with the class explaining how that cultural institution served as an impetus for growth and unification in the civilization selected. Sports and recreational pursuits might form a basis for an integrated social studies and physical education study.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • recognizing advantages and limitations of various sources • identifying the types and kinds of information needed • organizing collected information Self-Management • developing constructive attitudes toward change • becoming more adept at recognizing the moral complexity inherent in any conflict situation	Knowledge • Is the student able to describe how the various social/cultural institutions affected the growth of early civilizations? Skills • Can the student gather the necessary data to study the growth of early civilizations? • Is the student able to recognize change as inevitable and natural?	BOOKS Brooks, Polly Schoyer. Queen Elizabeth: Independent Spirit of the Medieval World - a biography of Eleanor of Aquitaine. Harper/Lippincott, 1983. Edmonds, I. G. Islam. Franklin Watts, Inc., 1977. Fisher, Leonard Everett. The Olympians: Great Gods & Goddesses of Ancient Greece. Holiday House, 1984. Hiller, Carl E. Caves to Cathedrals: Architecture of the World's Great Religions. Little, Brown & Company, 1974. Manniche, Lise. The Prince Who Knew His Fate. Philomel, 1982. AUDIOVISUALS Milestones to Modern Civilization. Society for Visual Education. Filmstrips/cassettes. Myths of Greece and Rome. Society for Visual Education. PARTICIPATION PROJECTS "Banner Banter"

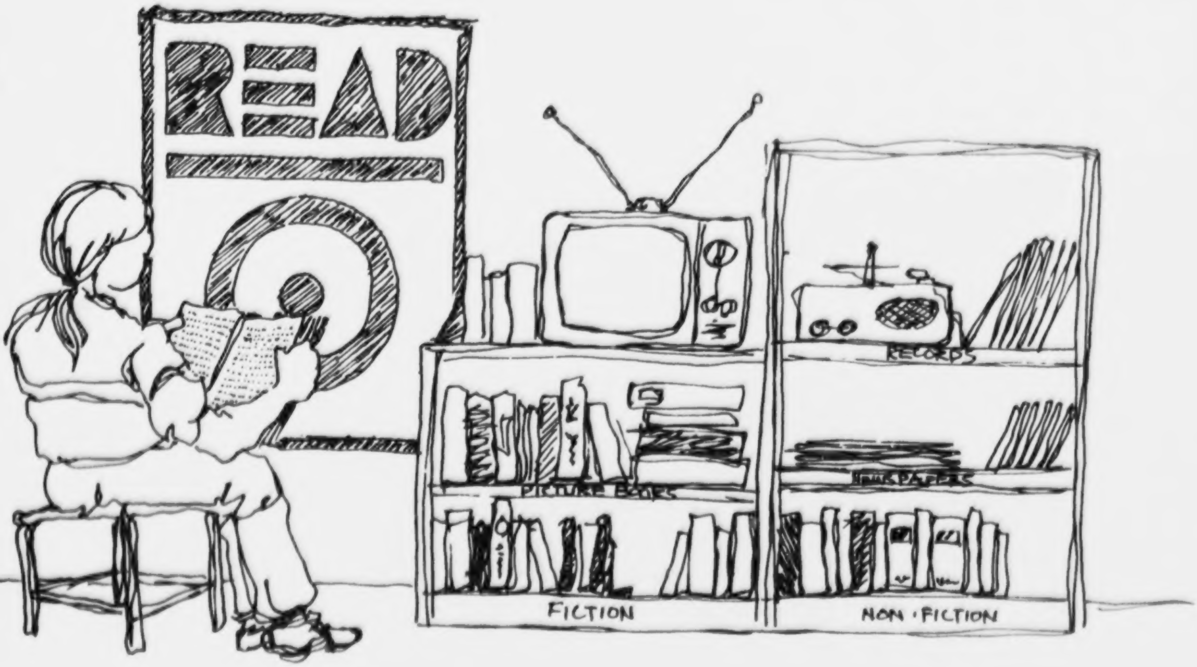


CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • spread by diffusion • represented by material and non-material elements **Change** • resulting from assimilation and accommodation	As civilizations flourished and spread, their power and influence grew. • Beginning in the Fertile Crescent region, the civilization of the Middle East spread to the Eastern Mediterranean through cultural diffusion resulting from travel and trade. • In Ancient Egypt, life was organized around the annual flooding of the Nile River. • Greek civilization grew and flourished under the leadership of city-states like Athens, Sparta, Corinth, and Thebes. • As Greek civilization was reaching its peak of development, a new civilization was coming into being on the Italian Peninsula. • During the Republic, the Romans acquired many new territories and Roman life changed. o In Chinese civilization, a strong central government crushed all opposition and built the Great Wall which kept foreign invasions at bay.	Help students to make a time line of the ancient civilizations of the Mediterranean Region, beginning with the Sumerians and following through until the fall of the Roman Empire. After studying the history of the early civilizations of the Mediterranean region, have groups of students write, edit, and print a newspaper for each region at a particular point in time. The paper might follow the format of a typical American daily. Accomplishments made during the Golden Age of Greece still influence our lives today. Examine areas of art, architecture, literature, government, philosophy, theatre, language, and recreation in society today. Find examples of Greek influence in these parts of our lives. Similar developments might be traced in early African kingdoms.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information - writing in an expository way - using media and various visuals for communicating ideas Self-Management - increasing the ability to empathize - demonstrating a growing capacity to accept diversity as inevitable and natural	Knowledge - Can the student combine information about the ancient world with the perspectives of the modern era? Skills - Is the student able to present known information about a topic in another form? - Is the student able to describe accurately the thoughts and feelings of others?	BOOKS Bullfinch, Thomas. A Book of Myths. Macmillan Publishing Company, 1942. Crosher, Judith. The Greeks. Silver Burdett, 1977. Forman, Joan. The Romans. Silver Burdett, 1977. Gates, Doris. A Fair Wind for Troy. Viking Press, 1976. Gates, Doris. Mightiest of Mortals: Hercules. Viking Press, 1975. Macaulay, David. Pyramid. Houghton Mifflin Company, 1975. Rutland, Jonathan. See Inside a Roman Town. Franklin Watts, Inc., 1978. Swinburne, Irene. Behind the Sealed Door: The Discovery of the Tomb and Treasures of Tutankhamun. Sniffen Court Books, 1978. Unstead, R. J. See Inside an Egyptian Town. Franklin Watts, Inc., 1978. AUDIOVISUALS Ancient Greece: Cradle of Western Culture. Society for Visual Education. Filmstrips/cassettes. The Roman Way of Life. Society for Visual Education. Filmstrips/cassettes.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Technology • inventive and creative potential • motivated by the need to solve problems • progressive development of tools and methods Change • a continuous process • as evidence of growth Environment • as an influence on human behavior patterns	Civilization developed where geographic conditions were most favorable. • Signs of human existence go back millions of years. - remains of early humans have been found and identified in Africa and other parts of the world - over many hundreds of thousands of years, early humans came to live in larger groupings, began to make and use stone tools, and discovered the use of fire • The domestication of animals and the discovery of agriculture assured a supply of food. - fertility of the land and the development of improved agricultural methods led to the production of a surplus of food which led to changes in human life • Human civilization emerged in or near fertile river valley plains. - Mesopotamia in the Tigris-Euphrates region - Egypt along the Nile - China along the Yellow River - India along the Indus	Have students examine relief maps of key areas in the development of human civilization. Hypothesize why civilization developed in these regions. Have the students study the work of anthropologists who have done research on early humans. Visit a museum or art gallery to study the chronological development of humankind. The teacher may make or purchase kits of artifact replicas to "plant" at a dig site. Have students use the techniques of archeology to "discover" the site and artifacts. Have the students draw conclusions about the site and the people that occupied it. As a long term project have the students create a shelf or table top model of the stages of human civilization, from early humans through to today. It might include: • hunting and gathering • discovery of agriculture and the domestication of animals • industrialization • revolution of science and technology

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • identifying a variety of sources of information • recognizing advantages and limitations of various sources Presenting Information • using media and various visuals for communicating ideas Self-Management • decreasing egocentric perceptions • decreasing ethnocentric perceptions	Knowledge • Can the student deduce the geographic conditions which were necessary for the development of human civilization? Skills • Can the student use a number of different types of sources to gather relevant data? • Is the student able to identify different life-styles and compare them to his/her own?	BOOKS Bond, Nancy. Country of Broken Stone. Atheneum, 1980. Glubok, Shirley. The Mummy of Ramose: The Life and Death of an Ancient Egyptian Nobleman. Harper, 1978. Goode, Ruth. People of the First Cities. Macmillan Publishing Company, 1977. Ventura, Piero. Man and His Horse. Putnam, 1982. AUDIOVISUALS Cradles of Civilization. Society for Visual Education. Filmstrips/cassettes. "Mesopotamia" in Our Heritage From the Past. Spoken Arts. Filmstrip/cassette. "Life in Ancient Sumer" and "Life Along the Nile" in Early Civilizations of the Western World. BFA Educational Media. Filmstrips/cassettes. PARTICIPATION PROJECTS (See Teacher Notebook) "Ology Organizing"


READ
PICTURE BOOKS
RECORDS
NEWSPAPERS
FICTION
NON-FICTION